6th Standard English Medium English-1st

by Karnataka Textbook Society

Karnataka Textbook Society

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Government of Karnataka

English First Language

(Revised)

Sixth Standard

Karnataka Textbook Society (R.)

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Preface

The Textbook Society, Karnataka has been engaged in producing new text books according to the new syllabi which in turn are designed on NCF-2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF - 2005 has a number of special features and they are:

1. connecting knowledge to life activities
2. learning to shift from rote methods
3. enriching the curriculum beyond textbooks
4. learning experiences for the construction of knowledge
5. making examinations flexible and integrating them with classroom experiences
6. caring concerns within the democratic policy of the country
7. Making education relevant to the present and future needs.
8. Softening the subject boundaries- integrated knowledge and the joy of learning.
9. the child is the constructor of knowledge

The new books are based on three fundamental approaches namely- Constructive approach, Spiral Approach and Integrated Approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all-round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

The most important objectives of teaching language are listening, speaking, reading, writing and reference work. These skills have been given a lot of importance in all the language textbooks. Along with the inculcation of these skills, fundamental grammar, opportunities for learners to appreciate beauty and imbibe universal life values have been integrated in language textbooks. When learners master these competencies, they would stop studying textbooks for the sake of passing examinations. In order to help learners master these competencies, a number of paired and group activities, assignments and project work have been included in the textbooks. It is expected that these activities would help learner master communicative skills. Ultimately, it is expected that students master the art of learning to learn and make use of these competencies in real life.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks. A few works of some writers and poets have been included in these textbooks. The textbook society is extremely grateful to them for giving their consent for the inclusion of these pieces in the textbooks.

Prof. G.S. Mudambadithaya, Co-ordinator,

Curriculum Revision and Textbook Preparation, Karnataka Textbook Society, Bengaluru.

Nagendra Kumar, Managing Director,

Karnataka Textbook Society, Bengaluru.

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Chairman's Words

Textbook Society, Government of Karnataka has been engaged in producing new textbooks in languages and core subjects since 2010. These books are designed, based on NCF 2005, KCF 2007 and the new syllabus framed based on the guidelines of NCF 2005.

The main objective of these textbooks is to enable the learner's master communicative skills and at the same time enjoy reading good literature. This book is meant for learners who have taken English as the first language. This text book is designed and prepared on the basic principles of first language learning namely-

1. Mastering communicative skills which is indispensable in the modern society. They should speak fluently and meaningfully.
2. Read books, story books, novels and later books on their respective subjects to acquire knowledge.
3. Learners should master reference skills such as skimming, scanning, note-making, note-taking, dictionary work and so on.
4. Finally they should master the skills of self-learning.

Every lesson has a warm-up activity, the main reading passage followed by glossary, comprehension, vocabulary and language exercise. Most of these exercises have to be done by learners in pairs or groups. The teacher has to change his / her approach to teaching by playing the role of a facilitator of learning. Give them opportunities to discover knowledge.

There is a section for supplementary reading. In this knowledge society, the most effective way of acquiring knowledge is through reading books. The learners should be encouraged to read the pieces and this should motivate them to cultivate the habit of reading books.

Grammar has been given its due importance. All the areas of grammar specified in the syllabus have been elaborately dealt with. Do the exercises orally and let the learners do the writing part of it at home.

Writing skill is one of the most exacting skills to master. Keeping in mind the inductive approach, exercises at the beginning are easy and interesting. Do not take these exercises as tests. They are for practice. The teacher has to do remedial work and correct the mistakes in the initial stages. These will raise the confidence level of the learner and then the learning process becomes easy and interesting.

I fervently wish that the learners and teachers are going to have a rewarding experience.

Bengaluru

06.12.2012

Prof. G.M. Ramakrishna,

Chairman

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard 1st to 10th, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter.

He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class 1st to 10th, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints, and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self-inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers’ Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in

advance and later meetings were held for discussions. Women associations and science related organizations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined alongside with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

Narasimhaiah,

Managing Director, Karnataka Textbook Society (R), Bengaluru.

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8.	The Gifts of Nature	The Ant and the Cricket
9.	A Rose for the Princess	An August Midnight
10.	The Touch	My Heart Leaps Up
1	Supplementary Reading (The New Flower)	

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UNIT-1 DOG FINDS HIS MASTER

Pre-reading task:

Listen to what your teacher says, and then answer her/ his questions.

a. Tell me the names of some pet animals and some domestic animals.
b. Which animal can be tamed and used to do heavy work?
c. Which animal is known as “Man's best friend”? Why?



1. Foxes hunt alone, never in packs. Once dogs too were their own masters and lived the way foxes did. They lived in freedom until a dog was born who was not pleased with this way of life. He was sick and tired of wandering about by himself looking for food and being frightened of those who were stronger than him.
2. He thought for a while and decided that the best thing for him to do was to become the servant of one who was stronger than anyone on earth. He set out to find such a master.
3. He walked and walked, and he met a kinsman of his, a big wolf who was as strong as himself. He was fierce. “Where are you going, friend?” the wolf asked.
4. “I am looking for someone to take me up as a servant. Would you like to be my master, Wolf?” the dog said.

5. “Why not!” the wolf said and this agreed upon, the two of them went on together.
6. They walked and walked, and all of a sudden the wolf lifted his nose, sniffed, darted quickly off the path into the bushes and crept deeper into the forest. The dog was very much surprised.

7. “What’s come over you, master?” he asked. “What has frightened you so much?”
8. “Can’t you see? There’s a bear out there and he might eat up both of us,” the wolf replied.

9. Seeing that the bear was stronger than the wolf, the dog decided to take up service with the bear. He left the wolf and asked the bear to be his master. The bear agreed to this readily and said, “Let us go and find a herd of cows. I’ll kill a cow and then we can both eat our fill.”
10. They walked on and soon saw a herd of cows, but just as they were about to come to it, they were stopped by a terrible noise. The cows were mooing loudly and running in panic in all directions. The bear looked from behind a tree, and then, he too ran hastily deeper into the forest.

11. “Now, why did I have to come here!” he said to the dog. “It is the lion who rules the forest in these parts.”

“The lion? Who’s he?”

“Don’t you know? He is the strongest beast on earth.”
“Well, then I’ll say good-bye to you, Bear. I want a master who is stronger than anyone on earth.”

12. The lion agreed to take the dog into his service and the dog stayed with him and served him for a long time. It was a good life. He had nothing to complain about because no one dared to touch the dog or offend him in any way.
13. But one day, the two of them were walking side by side in the forest, when all of a sudden the lion stopped. He gave a great roar and struck

the ground angrily with his paw. Then he began to walk away very quietly.

"What is it master? Is anything wrong?" asked the dog, surprised.

14. "I smell a man coming this way," the lion said. "We had better run from here, or we will be in trouble."

"Oh well, then I'll say goodbye to you Lion. I want a master who is stronger than anyone on earth."

15. The dog went to the man and stayed with him and served him faithfully. This happened long ago. But to this day, the dog has been man's most loyal servant and knows no other master.

Glossary:

1. Pack: a group of wild animals that hunt together, or a group of dogs trained together for hunting.
2. Kinsman, kinswoman: (old use) a relative.
3. Fierce: adjective - angry, violent and cruel.
4. Service: work, or duty done for someone.
5. Dart: a quick movement in a particular stated direction.
6. Cattle: bullocks, cows, farm animals, kept as property, or bred for use.
7. Panic: a sudden, strong feeling of fear.

Come, let us talk about this story now.

1. **Speak to your partner about the points raised in these questions. Write down what you say.**

a. Why was the dog not happy with the way he was living?

b. With what words did the wolf reply to the dog? What did he mean by that?

c. Why did the dog take up service with the bear?

d. Why was the dog very much surprised?
e. What did the bear say to the dog about the lion? Why did he say so?

f. What advice did the lion give to the dog?

2. **Tell your partner whether the following statements are true or false. Sometimes, you will have to give reasons for your answer.**

a. All dogs have followed the dog in this story. (True/ False)
b. None of the masters put any condition to take the dog into his service. (True/ False)

c. One of the masters took the dog to a feast. (True/ False)
d. Each of the masters was angry with the dog for leaving his service. (True/ False)

e. Anyone of the masters could have eaten the dog. (True/ False)
f. At last the dog found a master who could do his duty properly. (True / False)

Words in use: Phrases

3. **In the sentence, "He was tired of wandering about by himself looking for food," "looking for" means "searching". You can make other phrases with the word "look" –**

a. Look after- take care of (He remained in the village to look after his parents.)

b. Look down on – think that someone is less important than you. (She thinks they look down on her because she is poor.)
c. Look up to – admire and respect (I always looked up to my teachers.)

d. Look forward to – to wait eagerly (I am looking forward to the holidays. I am looking forward to going home during the holidays.)

4. **Use a phrase with "look" in the place of the italicized words in these sentences:**

a. He was eagerly waiting for his class X results.

b. We should not think someone less important because he / she cannot speak English fluently.

c. Children admire and respect the teachers who inspire them.
d. Shravanakumara took great care of his parents.

5. **Sounds made by a few animals are given in the box. Match them with the animals given below and write them down in the space provided.**

Roar – moo – neigh - bray – quack – chatter – hiss – mew – caw - bark

a. Cats _____
b. cows _____

c. donkeys _____
d. ducks _____

e. lions _____
f. crows _____

g. dogs_____
h. snakes _____

i. monkeys _____
1. horses _____

Focus on grammar:

1. **Study the meanings of the italicised words in these sentences.**

a. I know she likes sweets; she told me herself.

b. Did you yourself see it or did someone tell you?

The italicized words are called emphatic or reflexive pronouns. They emphasize that none else, or no other thing did the action. They also emphasize that the effect of the action was on the doer, none else.

2. **Add an appropriate reflexive pronoun to each of these sentences.**

Yourself – herself – myself – himself - ourselves

a. Mala stood in front of a mirror, looking at _____
b. Don’t blame me for your mistake; blame _____

c. Arun bought three tickets, for me, for his brother, and for _____
d. There were mangoes on the tree. Sheela and I helped _____ to a bagful each.

e. I feel afraid sometimes, but I keep telling … there’s nothing to fear.
f. The principal usually asks the class leader to announce the day's programme. This time she made the announcement _____

g. Do you mean they painted the whole house _____?
h. None of them was sure; I wasn’t sure _____

i. You have been serving lunch to everyone, why don’t you have some for _____?

Speech practice:

3. **Read these sentences after your teacher and tell which words are stressed more than the others.**

Rajani went to the market.

This lesson was very interesting.

While reading, content words (nouns, verbs, adjectives, adverbs and demonstratives) are stressed. Now read the following sentences on your own.

a. He works day and night.
b. It was a cold day.

c. When is your birthday?
d. Salim’s sister is a doctor.

e. I found this book on your table.

Writing:

4. **We keep wild animals in our National Parks. If you visit a national park, you may find**

A notice with this instruction.

ALLOW WILD ANIMALS TO STAY WILD

Write a paragraph about what we should do and what we should not do in a National Park.

Use these points: no surprising them; no teasing, angering; no feeding, teaching them to beg.

a. **Do this blank filling exercise jointly with your partner. Write the appropriate words in the blanks.**

Usually a master dismisses a _____ if he finds that the servant is not doing his _____ properly. In this _____, a servant leaves three of his masters, one _____ the other, when he sees that each one of _____ cannot do his duty properly. The _____ time the servant is lucky. He stays _____ this master and serves him faithfully.

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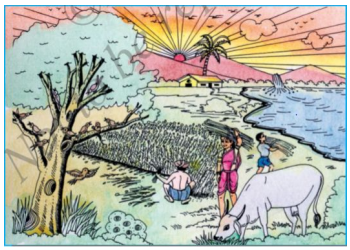
POEM - MARCH

Pre-reading task:

1. How many seasons do we have in a year (spring, summer, autumn and winter)
2. Which season comes after winter?

3. What changes do we see in Nature in spring?

Discuss the answers to these questions with your partner. According to the Indian calendar there are six rithus- Vasantha, Greeshma, Varsha, Sharath, Hemantha and Shishira. Know about them from your elders.



The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun; (5)

The oldest and the youngest
Are at work with the strongest;
The cattle are grazing,
Their heads never raising;
There are forty feeding like one! (10)

Like an army defeated
The snow hath retreated,

And now doth fare ill
On the top of the bare hill;
The ploughboy is whooping - anon - anon. (15)

There’s joy in the mountains;
There’s life in the fountains;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone! (20)

-William Wordsworth

Glossary:

Twitter- (of the bird) to make a number of short rapid sounds

Doth- old form of does

Glitter- shine brightly with flashing points of light

Retreat- go back, especially when forced to do so

Fare ill (v) - be unsuccessful

Ploughboy- (in olden times) a boy who leads a horse that is pulling the plough

Whoop- make a loud cry (as of joy)

Fountain- a natural spring of water

Prevail- gain control, victory; win a fight

Scene- something spread out to view

Anon- in a short time, soon

Exercises

Shall we talk a little about this poem?

1. **Complete these sentences with the best choice given**

1. The poet is watching the scene from a place

 a. near a lake
 b. near a stream

 c. near a field
 d. on the top of a hill

2. In the first five lines of the poem the poet is speaking to
 a. himself

 b. a companion
 c. two friends

 d. a group of people
3. The ploughboy is making loud cries

 a. to talk to the horses
 b. to call out to other workers

 c. just to shout with joy
 d. to give signals to the ploughman.

2. **Talk to your partner about the points raised in the questions below. Write down what you say:**

1. Who are at work?

2. Why are the cows not raising their heads?

3. What is the ploughboy doing?

4. Why does the poet say that the snow is only on the top of the bare hill?
5. Why the poem is called “March”?

6. Pick out the rhyming words in the poem and write them down.

Writing:

3. **The poet uses two figures of speech - a personification and a simile. Find them and explain them in 6 to 8 sentences.**
1. **Do the exercise given below working with your partner.**

As we read this _____ we see beautiful scenes of Nature and rural l _____ Wordsworth makes _____ hear _____ of birds and voices of _____, women, boys and _____ busy at farm work. One can imagine even the heavy breathing of _____ as they graze ravenously. Wordsworth stands _____ and wonders _____ the change March has brought with it.

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UNIT – 2 THE GOOD SAMARITAN

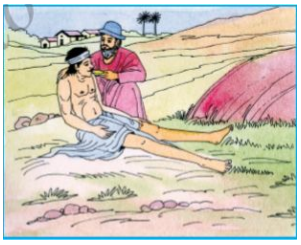
Pre-reading task:

Listen to what your teacher says and answer her questions.

Many religious men and women have taught us good behaviour by their songs, stories and precepts. For example, Basavanna said, “Do not steal, do not kill, and do not tell lies ...” Give some other examples that you know.

What did Jesus Christ, Mohammad Paigambar, the Buddha, Ramakrishna Paramahamsa, Gandhi and others say? How did they live? Discuss their teachings with your partner.

1. There once was a man walking from Jerusalem to Jericho. He was alone and the road he followed was rocky, with many twists and turns. Suddenly, two robbers jumped out of nowhere. They attacked the man, beat him up and stole everything he had, even his clothes.



2. The man lay bleeding to death on the side of the road and along came a priest. When he saw the man, he was so shocked that he stood and stared. The man could barely raise his head to beg for help but the priest only backed away. He tried not to look as he passed him as quickly as he could.
3. The man lay in the dirt moaning, until another man came along. He saw the man, all covered in blood and dirt and making funny noises in the ditch. He thought, “Oh, he looks terrible. I wouldn’t ever want to touch him. Besides, I’m sure he’s no one I know.” And he passed him by as well.

4. Then a Samaritan came walking along the road. The man who lay in the dirt was a Jew. Samaritans and Jews had been enemies for hundreds of years. Yet, the Samaritan came over to him. Very gently, he lifted the man's head and brushed the dust out of his mouth. He took some water and cleaned the man's eyes and gave him some water to drink. He put wine on his wounds to clean them and make them heal quickly. Then, he carried the man and put him on to his donkey and brought him into town.
5. There, the Samaritan gave some money to an innkeeper and said, "Put him in a clean bed and spend whatever you need to take good care of him until he is strong again."

6. "Now tell me," Jesus added, "which of these three men was a true neighbour to the man who was robbed?"
7. The expert in Jewish law did not need to think very long. He said, "The one who helped him, of course."

8. Jesus then told him. "Then go and do just the same."
9. Those who heard Jesus tell this story knew that he wanted his followers to love everybody, especially strangers and those who are in need of help.

Glossary:

Bleed– lose blood.

Ditch– a long narrow passage cut into the ground.

Well-to-do– rich.

Succor (verb) – give help to someone in difficulty.

Noble– of high quality, especially morally.

Generous– showing readiness to give money, help, kindness, etc.

Parable– a short simple story which teaches a moral or religious lesson.

Come, let us talk about this story:

1. **Look at the points raised in the questions given below. Talk about them to your partner, the boy or the girl sitting next to you. Write down what you say.**

1. The first traveller gave the robbers a good fight. (True / Not True)
2. The man suffered serious injuries. (True / Not True)
3. The sight of the wounded man frightened the priest. (True / Not True)
4. Describe the pitiable state of the man in two short sentences.
5. “I don’t want to dirty my hands.” Who said this? To whom?
6. “I’m sure he’s no one I know.” – Was this a good reason not to help the wounded man? Justify your answer.
7. Who helped the wounded man?
8. Did the Samaritan have a reason not to help the wounded man? If so, what was it?
9. The fourth traveler had noble and generous feelings. (True / Not True)
10. There was something special in the fourth man’s act of kindness. What was it?
11. What first aid did the Samaritan give the wounded man? What was the beast of burden in the ancient days?
12. The Samaritan was well-to-do. Give two reasons for this after reading the text.
13. Who narrated this parable?
14. What moral lesson did Jesus teach through this parable?

Focus on grammar:

2. **Read these sentences carefully and tell your partner what they mean. (See 3 below)**

1. If all the four travelers had travelled together, the robbers would not have attacked them.

2. If the Samaritan had not tended the injured man, he would have bled to death.
3. If the Samaritan had not been generous he would not have given money to the innkeeper.

3. **Now read these pairs of sentences carefully. Read them aloud to your partner.**

1. The four travelers did not travel together.

2. The robbers attacked one of them.

1. The Samaritan tended the injured man.

2. The injured man did not bleed to death.

1. The Samaritan was generous.

2. He gave money to the innkeeper.

4. **Now, working with your partner, rewrite these pairs of sentences as single sentences.**

a.

1. You did not ask me for a loan.
2. I did not give you a loan.

b.

1. I caught the ball at the boundary line.
2. They lost the match.

c.

1. She ran very fast.
2. She caught the chain-snatcher.

Word formation:

Note that the suffix -“er”combines with verbs to form nouns.

5. **Working with your partner, write down some verbs and their noun forms.**

1. t e_____ ;
2. p l _____ ;
3. w o _____ ;
4. w _____ ;
5. d r _____ ;
6. r e _____ ;
7. l e _____ ;
8. w i _____ ;
9. l o _____ ;

Writing:

6. **Write a conversation between the innkeeper and the injured man. Begin like this.**

The next morning the innkeeper said to the injured man, “You lay unconscious the whole day yesterday. How are you feeling today?” “Much better, thank you,” said the injured man. _____

6 a) Work with your partner, the boy or the girl sitting next to you, and fill in appropriate words in the blanks.

“Let us hide behind this _____” said the robber to his companion. “Good place. We can see the _____ from this end to that _____,” said the second one. “The road is so em _____”said the first. “We will have to _____,” said the second.

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POEM--TREES

Pre-reading task:

Take a few minutes to tell one another the names of trees that you know or have heard of. What do trees give us? Then read this poem about trees.



Trees are for birds.

Trees are for children.

Trees are to make tree houses in.

Trees are to swing swings on.

Trees are for the wind to blow through.

Trees are to hide behind in “Hide n Seek”.

Trees are to have tea parties under.

Trees are for kites to get caught in.

Trees are to make cool shade in summer.

Trees are to make no shade in winter.

Trees are for apples to grow on and pears.

Trees are to chop down and call, “TIMBER- R-R!”

Trees make mother say,

“What a lovely picture to paint!”

Trees make father say,

“What a lot of leaves to rake this fall!”

- Shirley Bauer

Exercises

1. **Read these definitions aloud to your partner.**

Ask him/her to give the word for each definition. (Clue: same word for the first three definitions a, b and c)

a. a wooden seat fixed by four lengths of rope from a branch of a tree : _____
b. fix a wooden seat by four lengths of rope from a branch of a tree: _____
c. ride backwards and forwards on a wooden seat suspended by ropes from a branch of a tree: _____
d. sweep up dead leaves into a heap: _____
e. the season between summer and winter when leaves turn gold and fruits become ripe : _____

2. **Interact with your partner on the points raised in the questions below. Write down what you say. Read it aloud to your partner.**

a. The first four lines of the poem say that birds, children, and people make use of trees. How do they do this?
b. Why do trees make noise sometimes?
c. When do children complain about trees?
d. Where do the people look for cool shade in summer?
e. Why is mother happy to see trees?

f. Why does father grumble about his tree?

g. Which word suggests the sound of an electric saw?

3. **Did any picture come to your mind when you read the poem? Talk to your partner about it.**

Fill in the blanks with suitable words. Then tell your partner the pictures that come to your mind.

a. Little tree houses seen on _____
b. A girl hides _____ a tree to play _____ and _____

c. Caught in the branches, an old kite has lost its _____
d. At mid-day the cool shade is _____

e. A coconut palm w _____ its fronds on a w _____ day.
f. A mango tree is laden _____ bunches of mangoes.

g. A b _____ tree on a misty day.

4. **Project:**

a. Find out some interesting things about “tree houses” and write them down.
b. Write a paragraph on why trees must not be cut down indiscriminately.

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UNIT – 3 GALILEO

Pre-reading task:

Answer the questions your teacher asks you.

a. Name some heavenly bodies.
b. What is astronomy?

c. Name an Indian astronomer.
d. What is a Planetarium? There is one in Karnataka. Where is it?

e. What instrument do astronomers use?



1. It is common knowledge today that the earth is a planet revolving round the sun. But there was a time not many centuries ago, when even learned men believed that the earth was fixed in space and the sun and all other heavenly bodies went round it. The man who first brought to light the facts about them was a great scientist and astronomer called Galileo Galilei. He was born in the year 1564 in the Italian town of Pisa.
2. In the year 1608 a man called Lippershey, a native of Holland, invented the telescope, the instrument with which astronomers watch the skies. The telescope makes distant objects appear to be near and magnified several times over.

3. When Galileo heard about the invention he became greatly interested in it. He had at this time begun to study astronomy, and he saw that the invention would be a wonderful aid to the astronomer. He set to work on making a telescope for himself and very soon succeeded in making one which was better than the one Lippershey had made.
4. Galileo's telescope was the first that was ever turned towards the stars. Looking through it, he saw a hundred times as many stars as he could see with his bare eyes. He looked at the Milky Way, the broad white band of light seen across the sky at night and found that it contained millions and millions of faint stars. He turned the telescope on the moon and what he saw filled him with amazement. On the moon's surface, which seems so smooth, he saw high mountains and deep valleys like those on the earth.

5. Greatly excited by these discoveries, Galileo carried his telescope to Venice and showed it to the learned men of that city. The people of Venice crowded at his house to have a look at the "looking tube". They took it to the top of high buildings and looked through it at the ships out in the sea. They saw ships fifty miles away appearing to be only fifteen miles off! When the ruler of Venice was shown the instrument he was greatly pleased with the invention and appointed Galileo, professor for life at the University of Padua.
6. The first telescope that Galileo made magnified objects three times their size; later he made one that magnified them eight times. But he went on working on larger and larger ones, until he made a telescope which brought objects thirty times nearer.

7. With the aid of this telescope he made important discoveries about the heavenly bodies. He found that the planet Jupiter had little moons that revolved round it. He found that the sun had spots on it and that the spots slowly moved across its face. He found from this that the sun, like the earth, spins round itself!
8. Some fifty years earlier, a Polish astronomer called Copernicus had declared that the earth was a planet like the other planets, and that like them it revolved round the sun. Copernicus could not, however,

prove this to the men of his day, and few people paid any great attention to his ideas.

9. Galileo was the first great student of astronomy to realise that the ideas of Copernicus were true, and the first scholar to begin to teach them at the university. His new teaching caused great excitement among the learned men, because it meant that all their teaching was completely wrong. They began to oppose him and many of them became his enemies. Then he got into trouble with the Church. His ideas about the sun and the earth were different from what the Bible seemed to say; so the followers of the Church began to look upon him as a wicked and dangerous man.
10. The Church had in those days a court called the Inquisition which tried and punished those that it considered unbelievers. Galileo was asked to appear before this court. He was questioned about his beliefs and was asked to kneel and declare that he no longer believed that the earth moved round the sun. He knew that if he refused to make this declaration, he might be put in prison and, perhaps tortured. As he feared torture, Galileo obeyed their order. There is a story that as he rose from his knees after his public declaration, he whispered to himself, “But still it does move.” The court ordered Galileo not to teach his “wicked” ideas anymore.

11. But Galileo did not obey the Church’s orders for long. He continued his studies and, after a time, started teaching his ideas again. Besides, he wrote a book in which he criticized the old beliefs. When the book came out, the Inquisition once again ordered him to appear before it to be tried as a non-believer. After a long trial, he was sent to prison; but as he was now an old man, he was allowed to go home twenty–two days later.

Glossary:

Invent: find out something new.

Discover: find out something which was already there but was not known until then.

Astronomer: a scientist who studies heavenly bodies.

Magnify: make bigger.

Faint (adj.): not clear

Amazement: great surprise.

Excite: feel pleased and interested.

Looking tube: here, telescope.

Realise: understand.

Kneel: sit on one's knees.

Whisper: speak in a very low voice.

Inquisition: the organization set up by the Roman Catholic Church to punish people who opposed its beliefs.

Unbeliever: one who does not believe in god?

Note:

In 1758, the Church lifted the ban on most works supporting Copernican theory, and by 1835, dropped its opposition to Heliocentrism altogether. In the 20th century, several Popes acknowledged the great work of Galileo, and in 1992, Pope John Paul 2 expressed regret about how the Galileo affair was handled.

Come, let us talk about this story.

1. **Some sentences given below are NOT TRUE. Correct them and write them down. Discuss the points with your partner.**

a. Learned men have always believed that the earth moved round the sun. (True / Not True)

b. The first telescope ever made was invented by Lippershey. (True / Not True)

c. Galileo thought a telescope would help him in his studies. (True / Not True)

d. Galileo watched the heavenly bodies in the clear night sky. (True / Not True)
e. The people of Venice also turned the “Looking Tube” towards the night sky. (True / Not True)

f. Galileo went on improving his telescopes. (True / Not True)
g. Copernicus had already said what Galileo was saying. (True / Not True)

h. The Church set Galileo free because it finally agreed with his ideas. (True / Not True)

2. Talk to your partner about the points raised in these questions and then write down what you said.

a. How is our knowledge about the earth different from the knowledge of people, even learnedmen, some four hundred years ago?
b. Who corrected people’s thinking about our earth in the 17th century?

c. What is Lippershey’s contribution to astronomy?
d. What is the Milky Way?

e. In what ways is the moon similar to the earth?
f. Why was Galileo appointed professor at the University of Padua?

g. What were the two important discoveries Galileo made with his much improved telescope?
h. Who had made discoveries similar to Galileo’s in the 16th century?

i. What trouble did Galileo bring upon himself by telling truths about the heavenly bodies?
j. What is the ironic story about Galileo facing the Inquisition?

Focus on Grammar:

3. Rewrite the first sentence of paragraph 2 in three sentences.

a. A man _____

b. He _____ in the year 1608.
c. The telescope _____

Rewrite this sentence in two sentences. (Each sentence must have seven words.)

Galileo's was the first telescope that was ever turned towards the stars.

a. Galileo _____ stars.
b. No one _____ him.

Re-order the jumbled words to make a sentence:

4. **Seventeen words are given below. For the last two words only clues are given. Make a sentence using these words.**

Earth / but / include / trip / on / expensive / does / free / the / living / is / it / a / around / sun / e _____ / y _____.

a. Write down your sentence punctuating it.
b. Read your sentence to your partner.

c. What does the word “it” refer to?
d. Which word in your sentence should you emphasize? Read the sentence again stressing this word.

e. Did you get the joke? How many “free trips” have you made so far?

Pronunciation:

5. **When you say the following words, you stress the third syllable from the end :**

as.' tron. o .my; as.' trol. o .gy; bi.' ol. ogy;

ge.' ol. o .gy; phi.' los. o .phy; de.' mo cra .cy;

phys.i .o.' ther. a .py; dem. ' o. cra.cy;

ar .is.' toc. ra .cy; plu. ' to. cra.cy

Do not stress the consonant sound in the syllable. Stress the vowel sound. Practice saying the words.

6. **Word Formation – with suffixes –er and –ist**

- Now say the words for different kinds of scientists. Stress the third syllable from the end.

Example: astronomy – as'tronomer.

- Say the words for the persons who believe in the social, political and scientific systems. Stress the first syllable.

Example: democracy – 'democrat.

7. **Writing – Write a paragraph on "The Telescope" using the ideas in the text.**
 a. **Work with your partner and fill in the blanks. Write down the appropriate words in the blanks.**

Think of the names of some s _____ and their inventions. We praise and honor scientists because their i _____ are u _____ to us. But sometimes a scientist may f _____ a truth about Nature that may not _____ liked by some people. This is _____ _ of our ignorance, _____ prejudice. In olden days, scientists even got _____ trouble for finding _____ truths. Galileo was an Italian a _____ He got into trouble for telling some _____ about the heavenly bodies.

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POEM - SPRING

Pre-reading task:

Spring comes after winter. There are a lot of changes in Nature. You have studied about spring in other poems.

Tell your partner what you know about the spring season.

Spring, the sweet spring, is the year's pleasant king,
Then blooms each thing, then maids dance in a ring,
Cold doth not sting, the pretty birds do sing:
Cuckoo, jug-jug, pu-we, to-witta-woo!

The palm and may make country houses gay,
Lambs frisk and play, the shepherds pipe all day,
And we hear aye birds tune this merry lay:
Cuckoo, jug-jug, pu-we, to-witta-woo!

The fields breathe sweet, the daisies kiss our feet,
Young lovers meet, old wives a-sunning sit,
In every street these tunes our ears do greet:
Cuckoo, jug-jug, pu-we, to witta-woo!
Spring, the sweet spring!

- Thomas Nashe

Glossary:

Doth – does, ay, aye / e I /adv. old use or poetical, always, continually (Scottish English)

May - hawthorn flower

Hawthorn - a type of tree with red or white flowers which often grows beside country roads, and has red berries in autumn

Tune (v) - begin to sing

Tunes (v) - a Series of musical notes, one after another, that produce a pleasing pattern of sound

Gay - cheerful

Lay - short narrative poem. In this context, short song

Frisk - jump and run about playfully

Exercises

1. **Talk to your partner about the description of spring in the poem. Write down what you say.**

a. Why does the poet consider spring “as the year’s most pleasant season”?

b. Describe the streets of the town in spring.

c. In autumn, ripe paddy fields give out a sweet smell. Can you think of a plant or a tree that breathes sweet in spring?

2. **In the poem the poet tells us about the pleasant experiences of the senses in spring. Find examples of the senses of sight, smell, touch and sound. Tell your friend which example you like most. Write 6 to 8 sentences about what we can see, hear, smell and feel in spring.**
3. **Writing:**

Work with your partner and do this exercise-

“If Winter_____ can Spring _____ far behind”? This is _____ English proverb. It says, "Don’t worry that difficult _____ has come. Pleasant days will follow. In this poem _____ is over. _____ has come. The poet is excited _____ the changes it _____ brought with it. He brings out the pleasant experiences of the senses in the spring.

4. Read the poem “ವಸಂತ ಬಂದ, ಋತುಗಳ ರಾಜ ತಾ ಬಂದ” by ಬಿ.ಎಂ.ಶ್ರೀ.

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UNIT – 4 FRIEND IN NEED

Pre-reading task:

Listening and Speaking:

Listen to what your teacher says and then answer his/her questions.

Boys and girls, when they become friends, help one another. Imagine that a boy is in trouble. What will his friend do? Will he just walk away?

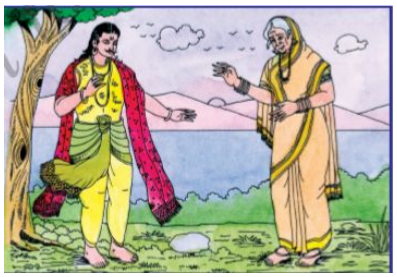
No, he will stay with his friend and help him. Now, tell me----- has any one of you helped your friend at any time?

There are stories about animals who become friends and help one another.

Now. I will give you hints for two very short stories. Use these hints and you tell me the stories.

a. lion - sleep - mouse - disturb - not kill - lion - net - roar - mouse - cut - save

b. bird - hunter - arrow - ant - bit – save - ant - river - bird - leaf – save



1. Sage Durvasa had taught Kunti a Mantra. It was a secret verse to invoke the Gods. When invoked, they would appear before her and bless her with sons equal to themselves in glory. The young Kunti was at that time waiting for her Swayamvara. But she had out of curiosity invoked Surya, the Sun God. He had blessed her with a child – a child who would prove to be the greatest of all heroes.

2. With the baby in her arms, Kunti wondered, “How will I explain the child? Who will believe me?” With a heavy heart, she placed the baby in a basket and set it afloat on the river Ganga. He grew up in Adiratha's house and became a hero called Karna.

3. “War is near,” Krishna said. “Your sons will fight against their cousins. There will be much bloodshed.”
4. Kunti was deeply disturbed. The Pandavas would fight against the Kauravas and Karna was on Duryodhana’s side! Karna would fight against his brothers. Perhaps kill them or be killed himself. He was her precious first born whom she had never acknowledged, never fondled with a mother’s love. Tears of despair welled up in her eyes. Kunti made up her mind to tell Karna the truth. That was the only way to persuade him to leave Duryodhana and to fight on the side of the Pandavas. With Karna gone, Duryodhana would be weaker in strength and spirit. The Pandavas would be able to vanquish him with ease. This was the right time for Karna to learn the secret of his birth.

5. Kunti hurried to the banks of the Ganga, where she knew Karna would be at his morning prayers. Karna was standing in the river as Kunti had expected. He was facing the east, with his eyes closed.
6. Kunti waited. Karna opened his eyes. He was surprised to see Kunti. He bowed to her respectfully and greeted her.

7. “Oh Karna! My son, my son!” she wept, as she related the story of his birth. He was her son, she said, amid tears. He was her son, a prince of noble blood of the house of Pandu. He was the child of Surya the Sun–God, whom he had worshipped a moment earlier. He was her first child, the eldest of the Pandavas. Arjuna was his brother; Yudhishthira, Bhima, Nakula, Sahadeva all were his brothers.
8. “It is the Pandavas you should lead, not Duryodhana’s armies. Leave them. Come now! Join your brothers, defend them against the Kauravas. My heart has been heavy within me all these years. Bring me peace now.”

9. Karna embraced his mother gently and wiped away her tears. He spoke to her in sad, gentle words. “Indeed I am a prince, son of

Kunti, born to Surya. But Adiratha raised me. Adiratha gave me a father’s care and gave me his name. Radha is my mother. She lavished love and affection on me. She shared my infant joys and sorrows and proudly watched me grow into manhood. When Krupa challenged me to reveal my parentage at the tournament, you could have saved me, mother! If only you had revealed the truth then, perhaps things would have been different now."

10. “Son, son!” with tearfilled eyes, Kunti protested. Karna said, “It was Duryodhana then, who befriended me and stood by me. He rebuked Bhima when he flung hot words at me. To Duryodhana it did not matter that I was a mere charioteer’s son. He gave me wealth, a kingdom, power, armies – more than that, he gave me friendship, a lifelong friendship. Mother, would I be an honourable man if I deserted him now? Would I be worthy to be a warrior if I deserted the Kauravas to join the Pandavas? Would that be right? Would it be just? Would it become of Karna?”

11. Karna’s smile was tinged with sadness. It was a difficult choice but he did not hesitate to make it. He held honour, duty and friendship above everything else. “Would I not be a traitor and a cheat if I desert him now?” he said. Kunti had no answer; she was heartbroken. She bent her head in sorrow.

Glossary:

Sage - a holy man

Mantra - a holy saying

Invoke - to make a request especially to god

Glory- greatness

Wonder (v) - desire to know something; feel curious.

Disturbed - got confused

Fondle - show love (of a mother)

Persuade- make someone act/do something argue, beg

Hurry (v) - move quickly

Heavy hear – sad

Raise- bring up (a child)

Lavish (v) - give something generously

Rebuke- scold

Come let us talk about this story:

1. **Say to the partner, sitting next to you, whether the following ideas are true or not true. Quote words from the text to justify your answer.**

a. Kunti was happy after begetting her first child. (True / Not True)

b. It was the Pandavas who did not treat Karna kindly.(True / Not True)
c. Kunti was right in asking Karna to join the Pandavas. (True / Not True)

d. Karna was sad but he was determined to fight on his friend's side. (True / Not True)

2. **Speak to your partner about the points raised in these questions. Write down what you say.**

a. What had Durvasa taught Kunti?
b. Whom did Kunti invoke?

c. What was Kunti blessed with?
d. What did Kunti do with the child?

e. Why was Kunti disturbed?
f. When did Kunti meet Karna to reveal the truth?

g. Why did Karna refuse to leave Duryodhana?
h. What did Kunti plead with Karna?

i. Did Karna become a traitor?

3. Discuss with your friend and write down the answers to the following questions in two or three sentences each

a. What did Krishna tell Kunti?
b. Why did Karna dislike the Pandavas?

c. How did Duryodhana help Karna?

4. Read the following Sentences. Discuss with your friend and answer the questions that follow

a. “Would I not be a traitor and a cheat, if I deserted him now?”
 a. Who is the “I” in this question?
 b. Who was this person speaking to?
 c. What was the answer?

b. “It is the Pandavas you should lead, not Duryodhana’s armies. Leave them.”
 a. Who said this?
 b. To whom was it said?
 c. Why did that person say this?

c. “Your sons will fight against their cousins. There will be much bloodshed.”
 a. Who does the phrase “Your sons” refer to?
 b. Who said this?
 c. Who will fight against whom?

Vocabulary

5. The words in the box given below mean “a large number of”

For example, “a shoal of fish” refers to a large group of fish swimming together. Discuss with your friend and complete the following phrases with suitable words from the box.

(bunch; group; flight; galaxy; posse; bundle; fleet; parliament; swarm; pride; colony; giggle)

1. a _____ of constables.
2. a _____ of stars.

3. a _____ of bees.
4. a _____ of people.

5. a _____ of girls.
6. a _____ of owls.

7. a _____ of steps.
8. a _____ of ships.

9. a _____ of sticks.
10. a _____ of keys.

11. a _____ of ants.
12. a _____ of lions.

6. **Strike off the words in the box below that are not Suitable**

Karna made a choice not to desert the Kauravas to join the Pandavas.

This shows that he held _____ above everything else.

(Thoughtfulness, hard work, honour, kindness, duty, efficiency, honesty, friendship, pride)

Focus on grammar – Prepositions

7. **Fill in the blanks with suitable prepositions in the following sentences.**

a. Kunti sat _____ the bank looking _____ Karnaas he stood _____ the river meditating _____ Surya.

b. Karna came up _____ the river and touched Kunti's feet.

c. “You look very much worried, O, Great One, you have never spoken _____ me before,” said Karna.

d. “I will do whatever I can _____ you. Tell me how I can help you.”

Speaking:

8. Say the following sentences clearly but as quickly as you can.--

a. I feel a feel a funny feel, a funny feel I feel, if you feel the feel I feel, you will feel the feel I feel.

b. His striving for perfection with constant preparation and determination was not only his obsession but his passion.

Pronunciation

Note : In words ending with ‘___tion’ and ‘____ssion’, the stress falls on the last but one syllable, e.g. de.ter.mi.' na.tion, ob.'se.ssion etc. Put the stress on the vowel sound, not the consonant sound.

Writing:

9. Do you want your friends to know you better? Then, write a paragraph about yourself. You could write about yourself from any point of view, or choose one of the following topics.

a. Your ambition

b. Things you enjoy doing most

c. Your hobby.

After you have finished your composition, affix your photo on the sheet and display it on the wall. Read the compositions of the other students and appreciate their good qualities. Did you understand someone else better after reading his or her piece?

Work with your partner, and do the exercise given below

The Mahabharata is an epic of ancient India. In one part of this _____ a strange m _____ takes place between a mother and her

_____ it is heart-breaking to _____ of them. But the _____ is determined to _____ a favour of her son. The _____ sadly tells _____ he cannot oblige her.

Read this story to find out _____ the mother must tell _____ , for the very first _____ , who she really is; _____ favour _____ asks of him; does she, or does she not f _____ justified in asking the f _____ ; and what the son tells her in r _____ .

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POEM - RAIN IN SUMMER

Pre-reading task:

Have you experienced heavy rains? On the west coast it rains heavily for days together.

1. What do people do when it rains heavily?
2. Do they sit inside their houses?
3. Do they go out and work?
4. Do they enjoy working in the rain?

Discuss in groups



How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

How it clatters along the roofs,
Like the tramp of hoofs
How it gushes and struggles out
From the throat of the overflowing spout!

Across the window-pane
It pours and pours
And swift and wide,
With a muddy tide,

Like a river down the gutter roars
The rain, the welcome rain!

- H.W. Longfellow

Glossary:

Fiery- looking like fire, hot and bright, flaming

Clatter- make rapid, short, knocking sounds

Hoof- horn-like part of an animal's foot, here the horse's

Tramp- sound of heavy footsteps, here footsteps of running horses

Spout- pipe to throw out water from the roof

Gutter- channels at the sides of a road to carry away rain water.

Tide- swift flow.

Exercises

1. **Talk to your partner about these points in the poem. Give him or her you're reasons for what you say. Write those points down.**

a. The poet says it was dusty and hot. What was dusty and hot? What does the rain do?

b. The poet is watching the rain from his portico. (true / not true)
c. When do raindrops clatter on the roof?

 1. Whenever heavy raindrops fall.
 2. When it is drizzling steadily.

 3. When there is a heavy downpour.

d. The clatter sounds like a tramp of hoofs. So we may say that the poet's house has

 1. a tiled roof

2. a tin roof

3. a reinforced concrete roof
4. a thatched roof.

e. Where does the rain water flow? How does it flow?
f. Why does the poet welcome the rain?

2. **Explain the meaning of the following phrases to your partner:**

a. fiery street

b. gush and struggle out.

3. **Imagine what Longfellow saw, heard, felt, smelt and thought. Tell that to your partner. Write down what you say. Begin like this**

The sun was hot. There was dust everywhere. Suddenly there was the sound of the raindrops. With that came the smell of the hot earth _____

4. **The poet uses two similes. Tell your partner why you like them, or do not like them.**

Writing:

5. **Imagine for a moment what a heavy down pour does to the city slum-dwellers. Write six sentences about their woes.**
6. **A long phrase is given below. Some words are incomplete. Complete them.**

The beautifully _____ ing, _____ ing, _____ ing, _____ ing, welcome rain!

Ask your partner what words go in the blanks in the passage given below, and write them down.

Imagine, for a moment, an Indian farmer, sitting in his f _____ and looking up at a _____ less sky. He would be shading his eyes from the bright sunlight with his _____ and

wondering _____ have all the clouds _____.

When it _____ it will water the parched and cracked earth and ready it for tilling. It gives life for the dying _____ . The _____ will be happy.

But in this poem, you will see a different kind of _____, a city dweller. He is standing at the _____ of his study, watching the _____ outside. He says rain is _____.

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UNIT – 5 SELF–RELIANCE

Answer each of these questions in two or more sentences.

a. Is there a hero, or antihero in you?
b. Is he noble or ignoble?

c. Is he helpful, or dangerous?
d. When the hero in you wants to come out, do you usually suppress him or allow him to come out?

e. Find out an animal in this book that feels ashamed of itself.
f. Find the poem"ನಿನಗೆ ನೀನೇ ಗೆಳೆಯು, ನಿನಗೆ ನೀನೇ" by Gopalakrishna Adiga and read it.



1. That morning I had lost all hopes of my future. I went out and sat under a tree in a field in a dejected mood. To divert myself I began to watch a kid riding a bicycle at a distance. He must be practicing, I thought. Then when I looked away for a moment, I heard a scream. I did not know what had happened, but the kid had fallen into a ditch, and he was screaming. The boy's bicycle was also in a bad shape.
2. I went to help him. "No, thanks," the kid replied, "I can help myself." He seemed to be a self-reliant child. He did not want others to show mercy on him.

3. He picked up the broken bicycle and limped back to his house.
4. "If this child can do this, you can also be a self-reliant person, can't you?" I actually heard someone whisper this in my mind. Grace seemed to have descended on me. I felt a strong urge to deal with my problems, my depression and my negative thoughts.

5. I went home and picked up a book to read. It was Thus Spake Swami Vivekananda. On the page I opened, these lines appeared, “Once when a disciple pleaded his helplessness with Swami Vivekananda, Swamiji thundered, “What nonsense are you talking? Within you lies indomitable power. Only thinking I am nothing, I am nothing, you have become powerless.” It is just escapism to say “I am so miserable.” Every man has his burden to bear.



6. Swami Vivekananda did not suffer fools.
7. If you are miserable try to conquer your misery and try to be calm. Stand up. Be bold. Be strong. Do not be a weakling. Take all your responsibilities on your shoulders and know that you are the creator of your own destiny.

8. It is a big error to feel helpless. All the strength and success you want is within you.
9. If we cannot help ourselves, there is none to help us. To think that there is someone is sweet delusion. This is the greatest lesson we should learn.

10. None else can help you, friend, get hold of yourself. Then stand up. Don’t be afraid. In the midst of all miseries and all weakness let the self-come out, faint and imperceptible though it be at first.

Glossary:--

Spake– (old use or poetic) past tense of speak

Scream (n) – very loud, high pitched cry

Ditch– long narrow channel cut into the ground

Grace– the mercy of God

Indomitable– (adj) too strong to be discouraged

Self-reliance– ability to do things by yourself

Thunder– (verb) say something loudly, forcefully

Conquer– take complete control

Escapism– not facing reality, running away from reality

Talking about the text:

1. **Discuss these questions with your partner and write down the answers.**

a. Why did the kid scream?

b. How do you know that the kid is self-reliant?

c. Who is the creator of your destiny?

d. What advice did Swami Vivekananda give his disciples?

e. What is escapism?

f. Is feeling helpless always a form of escapism?

Vocabulary and dictionary work:

2. **We think of some human qualities as positive and some others as negative. For example**

‘Love’ as we all agree, is a positive quality.

Tick against each noun given below in the appropriate column. Use a good dictionary if you have to

QUALITY	**POSITIVE**	**NEGATIVE**

Love		
Honesty		
Jealousy		
Courage		
Pride		
Viciousness		
Tolerance		
Selfishness		
Nobility		
Malice		
Cowardice		
Gratefulness		
Helplessness		

3. **Give the full forms of**

a. won’t -

b. weren’t -

c. couldn’t -

d. shouldn’t -
e. you’d -

f. he’s -
g. I’ll -

h. who’ll -
i. we’d -

j. don’t -

4. **Spelling:**

What is common in the following groups of words?

a. knee, knife, knot, know _____
b. neighbour, daughter, fight, straight _____

c. honest, honour, hour, heir _____

Now you write down some more words with silent letters.

5. **Focus on Grammar:**

Phrases and Idioms

Use a dictionary to identify the meaning of the idiom or phrase italicized in each sentence below. Write down the meaning in each case.

a. The rear wheels got stuck in the mud.
b. She stuck her tongue out at the snake in the zoo!

c. The journey was long and hot and they had no drinking water, but they stuck it out cheerfully.
d. We got stuck in a traffic jam for almost an hour.

e. He didn’t want to be stuck with strangers during the trip.

6. **Writing:**

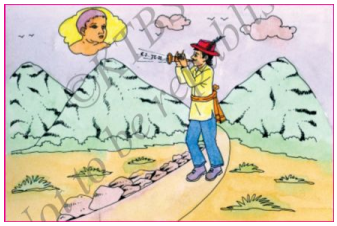
Imagine you got lost in the middle of a forest; you had no food, no water to drink. Write about the things that happened to you, and the things you did when you were wandering in the forest.

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POEM - PIPING DOWN THE VALLEYS WILD

Pre-reading task:--

Are you happy? What makes you happy? Discuss with your partner and make a list of five objects which make you happy. Discuss how they make you happy.



Piping down the valleys wild,
Piping songs of pleasant glee,
On a cloud I saw a child,
And he laughing said to me:—

“Pipe a song about a lamb:”
So I piped with merry cheer.
“Piper, pipe that song again:”
So I piped: he wept to hear.

“Drop thy pipe, thy happy pipe,
Sing thy songs of happy cheer!”
So I sang the same again,
While he wept with joy to hear.

“Piper, sit thee down and write
In a book, that all may read—”
So he vanished from my sight;

And I plucked a hollow reed,

And I made a rural pen,
And I stained the water clear,
And I wrote my happy songs
Every child may joy to hear.

- William Blake

Glossary:

Valley- the low land lying between hills or mountains, often with a river flowing through it

Pipe- a musical instrument with holes played by blowing

Piping- playing on the pipe

Merry- joyous

Cheer- state of hope and gladness

Wept- shed tears

Thy- your

Thee- you

Vanish- disappear

Pluck- pull away

Glee- feeling very happy

Reed- hollow stem of a plant

To celebrate- to praise

Joy (verb) - rejoice

Talking about the poem:

1. **Read the following questions and tell the answers to your partner. Sometimes you will have to give reasons for what you say. Write down what you say.**

a. In the first two stanzas of the poem you see two people. Who are they? Are they happy or sad? How can you say?

b. The child saw the piper first. (True/not true). How do you know? Is the child a boy or a girl?

c. The child had heard the piper piping below. (True/not true)

d. Why did the piper pipe with merry cheer?

e. The child liked the song the piper piped. (True/not true)

f. "And I wrote my happy songs," says the poet. What did he wish to happen?

g. We have enjoyed this poem, haven't we? Give reasons for your answer.

h. There are two incidents that can happen only in someone's dream. Skim the poem and find them.

i. Why does only the child speak to the piper, not the piper to the child?

j. The child hears the piper piping and the piper, the child speaking (True/not true)

k. Does the poet praise the quality of innocence? Skim the poem and find two symbols of innocence.

Writing:

Work with your partner and do the exercise given below.

This poem is an expression of simple joys of life. It is a celebration of innocence. It _____ a dream-like quality. You will _____ two incidents that can happen _____ in someone's dream. There is joyous activity here. A piper catches the fancy of a _____. The child _____ on asking him to do things one after the _____. He does _____, good-humoredly.

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UNIT – 6 TRUE HEIGHT

Pre-reading task

Listening and speaking: Your teacher will narrate an incident. Listen carefully.

Nagaraj Gowda and Jayme are farmers. They live in Hosanagara, an obscure village in South Karnataka.

On the midnight of September 3rd, 2012, Monday, they were waiting for a phone call from some five thousand miles away. The call came. Their son's voice said, “Amma, I have won Silver.” Their joy knew no bounds.

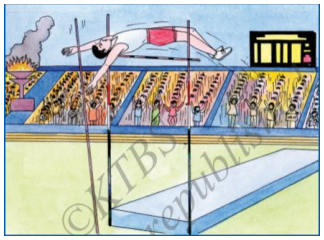
H.N. Girisha had won the Silver Medal in Paralympics in London earlier that night. An eighty thousand capacity crowd, some two-thousand Indians among them, had cheered him lustily.



The twenty-four year old young man had cleared a height of 1.74/m. using the scissors technique in Men's High Jump event.

Girisha was born with an impairment in his leg.

(Your teacher will ask you some questions. Answer them.)



(In this story a seventeen-year-old boy clears the bar that is set at 17 feet 6½ inches and gets the first place. But 'True Height' refers to another kind of height – his whole personality.)

1. His palms were sweating. A glass of ice-water quenched his thirst but hardly cooled his intensity. The turf he sat on was as hot as the competition he faced today at the National Junior Olympics. The bar was set at 17 feet. That was three inches higher than his personal best. Michael Stone confronted the most challenging day of his pole-vaulting career. The stand was still filled with about twenty thousand people, even though the final race had ended an hour earlier.
2. The pole vault is truly the glamour event of any track and field competition. The sportsman combines the grace of a gymnast with the strength of a body builder. Pole vaulting also has an element of flying and the thought of flying as high as a two-storeyed building is a mere fantasy to anyone watching such an event. That day is not only Michael Stone's reality and dream – it is his quest.

3. As long as Michael could remember, he had always dreamed of flying. Michael's mother read him numerous stories about flying when he was growing up. Her excitement and passion for detail made Michael's dreams full of colour and beauty. He would be running down a country road. He could feel the rocks and chunks of dirt at his feet. As he raced down the golden-lined wheat fields, he would always outrun the locomotive passing by. He would begin soaring like an eagle. Where he flew would always coincide with his mother's stories. His dad on the other hand was not a dreamer. Bert Stone was a realist. He believed in hard work and sweat.
4. From the age of fourteen Michael did just that. He began a very careful and regimented weightlifting programme. He worked out every day with weights and did running work on alternate days. The programme was closely monitored by Michael's coach, trainer and father. Michael's dedication, determination and discipline was a coach's dream. Besides being an honor student, Michael continued to help his parents with their farm chores. His persistence in striving for perfection was not only his obsession but also his passion.

5. Milfred Stone, Michael's mother, wished that he could relax a bit more and be that "free dreaming" little boy.
6. All Michael's vaults today seem to be the reward of his hard work. He cleared the bar at 17 feet 2 inches and 17 feet 4 inches and became one of the final two competitors in the pole-vaulting event at the National Junior Olympics.

7. Constant preparation and determination were his strengths. As he lay on his back and heard the crowd groan, he knew the other vaulter had missed his final jump. He knew it was time for his final jump. Since the other vaulter had fewer misses, Michael needed to clear this vault to win. A miss would get him second place. Nothing to be ashamed of, but Michael would not allow himself the thought of not winning the first place.
8. He rolled over and did his ritual push-ups. He found his pole, stood up and stepped on the runway that led to the most challenging event of his seventeen-year - old life. The runway felt different this time. It startled him for a brief moment. The bar was set at nine inches higher than his personal best. That's only one inch off the National record, he thought. The intensity of the moment filled his mind with anxiety. He began shaking off the tension from his body. It wasn't working. He became tenser. He began to get nervous. He had never experienced such feelings before. Then, out of nowhere, and from the deepest depths of his soul he thought of his mother. Why now? What was his mother doing in his thoughts at a time like this? It was simple. His mother always used to tell him to take deep breaths when he felt tensed, anxious or even scared.

9. So he did. Along with shaking the tension from his legs, he gently laid his pole at his feet. He stretched out his arm and upper body. The light breeze that was once there was now gone. He could feel a trickle of cold sweat running down his back. He carefully picked up his pole. He felt his heart pounding. He was sure the crowd did too. The silence was deafening. When he heard the singing of some distant robins in flight, he knew it was his time to fly.

10. As he began sprinting down the runway, something felt wonderfully different yet familiar. The surface below him felt like the country road he used to dream about. The rocks and chunks of dirt, the visions of the golden wheat fields seemed to fill his thoughts. When he took a deep breath, it happened. He began to fly. His take–off was effortless. Michael Stone was now flying, just like in his childhood dreams. But this was real. Everything was moving in slow motion. The air around him was the purest and freshest he had ever sensed. Michael was soaring with the majesty of an eagle.

11. It was either the eruption from the people in the stands or the thump of his landing that brought Michael back to earth. On his back with that wonderful hot sun on his face, he could only imagine the smile on his mother's face and hear his dad's laughter. What he didn't know was that his dad was hugging his wife and crying harder than Milfred had ever seen before, shedding tears of pride.
12. Michael was immediately swarmed by people hugging and congratulating him on the greatest accomplishment of his life. He later went on to clear 17 feet 6½ inches that day – a National and International Junior Olympics record. With all the media attention and heartfelt congratulations, Michael's life would never be the same. It wasn't just because he had won the National Junior Olympics and set a new world record. And it wasn't because he had just increased his personal best by 9½ inches. It was simply because ...

13. Michael Stone was blind.

Glossary:

Wit hardly cooled his intensity– in this context, did not reduce his tension

Vault (V) – jump over something in one movement using the hands or a pole to gain more height

Pole-vault– a sporting event in which you use a long pole to jump over a high bar.

Athlete- a person who is skilled in bodily exercises and who competes in games that need strength and speed such as running and jumping.

Chunks– lump, part, portion

Realist– very sensible and practical person who accepts situations as they come

Regimented– strict and organised

Honour student– in this context, an excellent student

Chore– daily or regular tasks in a house or a farm

Persistence– determination, purposefulness

Obsession– a thing that somebody thinks about too much

Groan (v) – a rather loud sound of suffering, worry. But here a loud sound of disapproval which is made in a deep voice.

Runway– running track.

Intensity– strong in quality or feeling; intense fear, nervousness.

Anxiety– fear, especially as caused by uncertainty about something

Sprinting down– running at a very high speed but for a short period.

Swarmed with– surrounded by.

Shall we talk about this story?

1. **Talk about the points raised in these questions. Write them down in your notebook. Discuss the answers with your partner.**

a. Which was the competition that Michael Stone participated in at the age of 17?

b. What was the height at which the pole was set for vaulting?
c. What was Michael Stone's best personal record in pole vaulting?

d. What kind of stories did Michael’s mother read to him when he was growing up?
e. Who monitored Michael’s training?

f. When did Michael’s mother ask him to take deep breaths?
g. “He was sure the crowd did too.” Explain the meaning of this statement.

2. Answer the following questions in two or three sentences each. Discuss the answers with your partner. Write them down in your note book.

a. Why is 'pole vaulting' referred to as a glamour event?

b. What kind of dream did Michael have repeatedly?
c. What sort of a man was Bert Stone?

d. When did Michael realize that it was time for his final jump to win the National Junior Olympics medal?
e. Why do you think he remembered his mother just before his final jump?

f. “With all the media attention and hearty congratulations, Michael’s life would never be the same.” Why?

3. In groups, discuss the answers to the following questions and then write the answers in 5 or 6 sentences.

a. Explain the training programme Michael Stone underwent to emerge the winner in the National Junior Olympics.
b. Describe in your words the sense of jubilation Michael felt on winning the pole-vault event in the National Junior Olympics.

4. There are some jumbled words and phrases given below. Write them in the correct order to make sentences.

a. at the National Junior Olympics / he faced today / the Astro turf / was as hot as / he sat on / the competition

b. the golden-lined wheat fields / passing by / he would always / as he raced down / outrun the locomotive

5. **Read the given extracts and answer the questions that follow. Work with your partner to do this.**

a. "Then out of nowhere, and from the deepest depths of his soul, he imagined his mother."
 a. Who is the "he" referred to here?

 b. Why did he think of his mother?
 c. How did it help him?

b. "As he began sprinting down the runway, something felt wonderfully different, yet familiar."
 a. Who began sprinting down the runway?

 b. Why was he doing that?
 c. What felt wonderfully different, yet familiar?

f. Fill in the blanks choosing suitable words given in brackets:

(Take-off, soaring, flying, breath, slow motion)

When Michael Stone took a deep _____ it happened. He began to fly. His _____ was effortless. Michael Stone was now _____, just like in his childhood dreams. But this was real. Everything was in _____. Michael was _____ with the majesty of an eagle.

7. **Work with your partner and do these exercises.(Use a good dictionary to find the meanings)**

Circle the odd one out:

1) Hammer 2) discus 3) javelin 4) shot

1) Bat 2) stick 3) club 4) pole

1) Scorer 2) bowler 3) fielder 4) keeper

Tell your partner why you think your answers are correct.



Read to your partner the phrases given below. They are jumbled. Reorder them to make a sentence. Write down the sentence and punctuate it.

1. and tucked
2. a shuttle-cock

3. with a string
4. of identical length

5. usually of duck or goose
6. into a rounded cork base

7. glued and bound together
8. is made of 16 feathers

Grammar- Adjectives

8. **Read these sentences.**

a. I went on a long journey.

b. Radha does not enjoy loud music.

The word long describes the length or the time of journey and loud describes the music. Instead of saying, “I went on a journey that was long,” we can say, “I went on a long journey.” Instead of saying, “Radha does not enjoy music that is loud.” we can say, “Radha does not enjoy loud music.”

The colour adjectives usually come after the other adjectives. We don’t usually put “and” between adjectives that come before nouns.

a. She wore a beautiful green dress.
b. Neil lives in that tall white building.

Exercise

Word Order

1. **Put the given adjectives in the proper order and write this story in your notebook. Add necessary punctuation marks.**

Begin like this

One fine day, a long time ago,

a girl (little, beautiful) in a coat (red) was walking through a forest (dark) with a bag (big) of apples (red wonderful) to see her grandmother (old) under a tree (tall green) she saw a wolf (big bad) with teeth (white long)

2. **Put the words in the correct order and continue the story.**

"Good little girl morning." / said big the bad wolf / "going you where are / that with bag heavy / day this fine on?" / "going to see my grandmother" / girl the said little/ "lives small she in house a new the supermarket near"

3. **Put adjectives from the box to complete the story.**

(New friendly stupid little red dark)

"OK" said the wolf in a _____ voice, but thought, "I'll eat her up on her way back." The _____ girl was not _____. She thought, "I will not walk back through this _____ forest at all. I will drive back with my uncle in his _____ _____ car."

Comparatives and superlatives:

4. **Study these sentences:**

a. Shreyas is older than Amogh.

b. Shreyas is the oldest of all his brothers.

Notice that we use comparatives (+er) for one-syllabled adjectives and more for longer adjectives. We use superlative (+est) for one-syllable adjectives and most for longer adjectives.

We use comparatives to compare people and things with other people and things.

We use superlatives with “the” to compare people and things with the entire group that they are in.

Exercise:

1. **Insert a comparative or a superlative:**

a. My new car is _____ than my old car. (fast)

b. My mother and her sisters are all _____ than their children. (short)
c. I think Arathi is _____ person in our class. (intelligent)

d. Let’s meet in the library. It’s _____ than all the other rooms. (quiet)
e. My bedroom is _____ room in the house. (cold)

2. **Compare each pair of things in the box. Write two sentences for each pair. The adjectives are given to help you.**

(The sun and the moon; dogs and cats; the Sahara and the Thar deserts; train travel and air travel)

(Adjectives: bright, cold, friendly, hot, cheap, intelligent, small, fast)

Eg: The sun is brighter than the moon.

The moon is smaller than the sun.

a. _____
b. _____

c. _____
d. _____

e. _____
f. _____

Use of as _____ as

1. **Read these sentences.**

a. Sana is as tall as Satvik.

b. Hyderabad is as hot as Chennai in summer.

We use 'as …… as' to compare two people or things.

2. **Use the clues and make sentences with as……. as.**

a. Nayana /shy / Srujan

b. Her feet / cold / ice
c. Anudeep / intelligent /Anurag

Tasks / Function / Describing:

1. Work in groups of five and discuss your favourite sportsperson. Note down the points and make a presentation in class.
2. Work in pairs. Share your experience of having felt nervous before some event. Here are a few clues.

 a. The event – what it was, where it was held
 b. How you felt (your feelings)

 c. What you had to do
3. A newspaper headline is given below, but its words are jumbled. Ask your partner how to make a meaningful headline from this jumble.

Golden – quit – Vault's – to – 2 years – Pole – girl – in

Writing:

Imagine you are Michael Stone. After you win the pole vaulting event in the National Junior Olympics you make a diary entry of your experience on that day. Make this entry in 50 – 60 words.

Tell your partner what words go in the blanks in the following passage. Write down the words.

Look at the picture on page 60, what is the athlete doing?

Is he j _____? No. Actually it is called vaulting, _____ jumping. How is an athlete able to vault so _____? He uses a pole. He lifts _____ up in the air with the _____ of the pole. This kind of athletic event is called Pole Vault. In _____ an _____ can vault 17 to 18 feet.

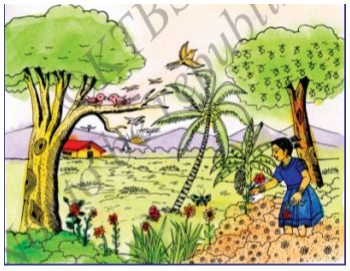
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POEM - NATURE'S FRIEND

Pre–reading task:

There are a lot of lovely things in the world. They make us happy, especially children like you. Some of the beautiful things are a garden, birds, flowers, animals, especially pets.

Discuss with your partner any two things you love most.



Say what you like,
All things love me!
I pick no flowers-
That wins the Bee.

The Summer's Moths
Think my hand one -
To touch their wings -
With Wind and Sun.

The garden Mouse
Comes near to play;
Indeed, he turns
His eyes away.

The Wren knows well

I rob no nest;
When I look in,
She still will rest.

The hedge stops Cows.
Or they would come
After my voice
Right to my home.

The Horse can tell,
Straight from my lip,
My hand could not
Hold any whip.

Say what you like,
All things love me!
Horse, Cow, and Mouse,
Bird, Moth, and Bee.

- W.H. Davies

Glossary:

Hedge- a line of bushes planted along the edge of the lawn in front of the poet's house

Wren- a small brown bird

Moth- large-winged insect

Exercises

1. **Now, discuss the points raised in these questions with your partner. Write down what you say.**

a. The poem begins with the words, “Say what you like” What does this expression mean?

a. “You may believe me or not”.
b. You may like what I say or not like it”.

c. “_____ and I will get it for you”
d. “Tell me what you want to say”.

b. What does “that” in line 4 refer to?
c. “That wins the bee.” So the bee is defeated. (True/not true)

d. Think about the meaning of the second stanza.Which of the meanings given below is correct?
 a. I touch the moth's wings as delicately as wind and sun.

 b. Only I touch the moth's wings.

e. What did the poet do to turn the mouse’s eyes away?
f. Why has the wren become the poet’s friend?

g. The poet tells us, animals love voices and faces of people. What examples does he give?

Writing:

2. **Imagine that you and your friends have formed a group called “Friends of Nature”. You want to distribute hand-written pamphlets. How do you begin? Write 6 sentences to tell what people should not do.**

Discuss with your friend how to do this exercise. Write down the words in the blanks.

Salumarada T _____ is a lady who _____ called a Nature’s F_____. A centenarian now, she planted _____ tended about 800 trees in her younger _____.

These she p _____ along the sides of a _____ in Hulikal, Magadi Taluk. She _____ honoured with the “Best citizen of the

Country". "Friend of Trees" awards. She says half the honour should go to late Chikkayya, her _____.

Her foster son, 25-year-old Umesh has been p _____ thousands of _____ all over Hassan District.

In this _____ W. H. Davies says, "I am a nature's friend". Do you want to _____ a friend too?

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UNIT – 7 I WANT TO QUIT THE I.C.S.

Pre-reading task:

Let us remember some of our great national leaders.

a. Who is the man who grew up to be a great leader after he came back from South Africa?
b. Who is the man who wrote letters to his daughter when he was in prison? What more do you know about him?

c. Who was the great leader who said, “Jai Jawan, Jai Kisan?”
d. Who is the national leader who is called “The Iron man of India?”

e. Who built an army to fight with the British? What was that army called?

Subhas Chandra Bose, whom we call Netaji, left India in 1919 for England with a promise to his father that he would appear for the Indian Civil Services Examination. He was selected in his first attempt, but he did not want to work under an alien ruler. He resigned his civil service post and jumped into the freedom movement. He became an active member of the Congress. He was elected president of the Congress in 1938.

In this letter, Bose seeks the advice of Deshabandhu Chittaranjan Das, who was the undisputed leader of the Congress at that time, about what he should do after quitting the government job.

The Union Society
Cambridge,
16 February 1921

Sir,

1. My name is Subhas Chandra Bose. I am probably a stranger to you but you will perhaps recognize me if I tell you who I am. I am writing this letter to you on a very important matter – but

before I come to business, I must first prove my sincerity. Therefore, I shall first introduce myself.

2. My father Mr.Janakinath Bose is a practising advocate at Cuttack. One of my elder brothers, Mr.Sharat Chandra Bose is a barrister of Calcutta High Court. In 1919 I passed the B.A. examination and got a first class in honours.

3. I arrived here in 1919 in the month of October. I passed the Civil Service Examination in August 1920 and secured the fourth place. In June this year I shall take the examination in moral science Tripos. The same month I shall get the B.A. degree here.
4. Now I shall come to business. I have no desire at all to enter government service. I want to quit the I.C.S. I know very well that if after quitting the service I plunge into national work with determination, I shall have plenty of work to do like teaching at the National College that you have established in Calcutta, writing and publishing books and newspapers, organizing village societies, spreading education among the common people, etc.

5. I would like to know what works you may be able to allot to me in this great programme of National service. Of education and intelligence I have but little but I believe I have the enthusiasm of youth. As regards my education, I have read something of philosophy because that was my Honours subject in Calcutta, and I am doing the same subject in my Tripos here. Thanks to the Civil Service Examination I have had an all-round education up to a certain standard in Economics, Political Science, English, Law, Sanskrit, and Geography.
6. I desire to give up the service with clear-cut plans. If I can do that, I shall not have to spend time not knowing what to do. I shall be able to enter the field of work immediately.

7. I am now in a sense a government servant because I am now I.C.S. probationer. I did not dare to write to you directly lest

my letter should be censored. I am sending this letter through a trusted friend of mine. He will deliver the letter personally to you. Whenever I write to you, I shall be doing so in this way. You may of course write to me because there is no danger of letters being censored here.

8. I have a few ideas in my mind regarding the movement. I think there must be a permanent meeting place; we must have a house for this purpose. There will be a group of research students, who will be carrying on research on various national problems. My personal view is that we have to maintain a permanent staff. They will do research on individual problems. Booklets will be published in every provincial language by the Propaganda Department and will be distributed free among the general public. Apart from that a book will be published by the Propaganda Department on each and every question in our national life. In such a book the policy of the organization will be explained and the grounds on which such a policy has been formulated will also be given.

9. I have written so much. These questions are not new to you. I feel that tremendous work lies ahead of us in connection with the movement. If you wish so I shall probably be able to make some contribution in

I am,
Yours respectfully,
Subhas Chandra Bose

(Abridged)

Glossary:

Quit- to stop doing something and leave.

Sincerity- the quality of being free from deceit, or falsehood.

Honours- a specialized university graduate degree.

Tripos- the set of examinations for the B.A.degree at Cambridge University.

Business– here, the matter he wants to discuss

Enthusiasm– a strong feeling of interest and admiration

Probationer– an officer who is still receiving training.

Trusted– one in whose honesty and ability you have full faith.

Propaganda– action to influence public opinion on some matter by spreading beliefs, ideas etc.

Alien– a foreigner

Tell your partner to answer these questions and write down what he / she says.

1. **Read the given extracts to your partner and discuss the answers with him / her.**

a. **“I’m writing this letter to you on a very important matter.”**

 a. Who is writing the letter here?
 b. Whom is he writing to?
 c. What is that very important matter?

b. **“I want to quit the I.C.S.”**

 a. What is I.C.S.?
 b. Why did he want to quit the I.C.S.?
 c. When did he pass the I.C.S.?

c. **“Booklets will be published in every provincial language.”**

 a. Who would publish these ‘booklets’?
 b. Why should the booklets be published in every provincial language?
 c. Would people be asked to buy the booklets?

2. **Answer in two or three sentences each.**

a. Why did Subhas Chandra Bose think it proper to give a detailed introduction of his family and himself to C.R. Das?
b. What options did he have in his mind after quitting the I.C.S.?

c. How did the Civil Service Examination help him?
d. Why didn't he dare to write directly to C.R.Das? Whom did he send his letter with?

3. **Work with your partner and discuss the points raised in these questions. Give your reasons for what you say. Write down what you say.**

a. Subhas Chandra Bose was _____ in Cuttack, Orissa on January 23, 1897. His _____ was Prabhavati and his _____ was Janakinath Bose. _____ Bose was a famous lawyer.
b. Exactly how old was Subhas on the day he wrote this letter?

c. His very first words in this letter are polite and respectful. (True / not true)
d. Subhas brags about his educational qualifications (True / not true)

e. In those days people sailed in ships to foreign countries. How many months after his graduation did Subhas travel on the sea to England? Did any elderly person accompany him?
f. Subhas says that he will remain in England till _____.

g. Subhas spent his time travelling in England throughout his twenty months stay there. (True / not true)
h. Subhas was _____ very young, but his heart was _____ with patriotic feelings. He was prepared to serve his _____ as a teacher, educationist and as a s _____ w _____.

i. You can understand if a young man says he wants to write books and articles. But Subhas says he wants to publish newspapers. What would you say about this?
j. What does Bose request C.R. Das to do? (See paragraph 5)

k. Subhas did not want C. R. Das to be questioned by some British officer. (True / not true)
l. Subhas says he doesn't mind being questioned about letters addressed to him. (True / not true)

m. India was under British rule then, Bose says this had created problems for India. (True / not true)
n. The problems had to be studied closely. Who had to do it?

o. What was the plan to make these problems known to the ordinary people?

4. **Reading:**

Read paragraphs 6 and 7 carefully and pick out the sentences which contain the following words and phrases.

a. lest
b. in a sense

c. did not dare
d. to give up

e. of mine
f. of course

5. **Words in use:**

Working with your partner, frame your own sentences with the words given below.

(Probably; recognize; enthusiasm; determination; allot; overenthusiastic.)

Language Function:

1. **Read the sentences aloud to your partner. Tell him / her what the speaker is doing.**

a. If you get a first class this time, I will buy you a bicycle. (making a p _____)

b. You will fail in the examination, if you sit all day in front of the T.V. (giving a w _____)
c. You will feel much better if you take these tablets. (giving a _____)

d. If you do that again, you will be punished. (this is a eprimand)

2. **Now complete these sentences using the words given in the brackets.**

a. If you ask him, _____ (help)
b. If it rains,_____ (not come)

c. Your father will punish you, _____ (don’t go)
d. I will tell father, _____ (T.V)

Writing:

3. **Write 6 – 8 sentences about what you think of Subhash's character. Note that he was very young at that time.**

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POEM -THE COMET AND THE MOON

Pre-reading task:

a. Sit with your partner and discuss the following:
b. When do you get bored?
c. What makes you bored?
d. What do you do to relieve your boredom?



In this poem the moon asks a speeding comet to stop and listen to his worries.

“Tell me” said the comet,

As it whooshed past the moon's pale face,

“Why do you look so sulky

As you make your way through space?”

“You will sulk as well,” the moon said,

If you were doomed like me,

To always plod the same path

In chains of gravity.

You are free to flare and sizzle,

You roam like rockets do,

While I am stuck here in the orbit

Of the Earth … I envy you.

Once things were better - spacemen

Came up to float and walk

And scratch my back.

Now life’s too dull

“So, comet, stay and talk.”

The comet didn't answer,

Already it had gone

To wag its tail round Venus

While the moon trudged on.

- Richard Edwards

Glossary:

Comet- a celestial body that moves around the sun and looks like a bright star with a tail

Whoosh- make a soft sound when moving very fast.

Sulky- in a bad temper, refusing to talk

Plod- walk laboriously

Chains of gravity- confined to the force that attracts the bodies to the centre of the earth

Flare- blaze with bright flame

Sizzle- make a hissing sound as of water falling on hot metal

Envy- feeling of discontent aroused by another's better fortune.

Trudge- walk laboriously, traverse

Come, let us talk about this poem:

1. **Ask the following questions to your partner and write down the answer.**

a. Who whooshed past the moon's pale face?

b. Who was sulking?
c. When was life better for the moon?

d. Why did the comet not answer the moon?

2. **Ask the following questions to your partner and write down the answers.**

a. What did the comet want to know when he saw the pale-faced moon?
b. Why does the moon think that he is doomed?

c. Why does the moon envy the comet?
d. Which line in stanza 5 suggests that the comet is very active? Explain.

e. The moon is non-human. He does two things which we humans do. What are they? What figure of speech is this?

Vocabulary:

3. **Match the words in B with the words in A:**

A	**B**
1) Breezy	a) life
2) Imaginary	b) moon
3) bored and sulky	c) comet

4) free to fly	d) conversation
5) dull	e) poem

4. **In poems, poets make objects, animals and birds behave like us, people. This devise is a figure of speech called personification. It brings pictures of the things personified before our mind. Write them.**
5. **If you are given a chance, would you like to be the moon or the comet? Give reasons for your answer.**

Writing:

Work with your partner and do this exercise.

Have you ever gazed at a starlit_____? Go out on a new moon _____ and look up _____ the _____. You will see crores and _____ of them. You may even identify a constellation or two. A _____ is a group of fixed _____ such as the Great Bear. Gazing _____ the stars try to imagine the space our universe must occupy. Scientists say that the _____ is a star system that circles round and _____ in unimaginable space at unimaginable speeds.

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UNIT – 8 THE GIFTS OF NATURE

Pre-reading task

Listening and speaking:

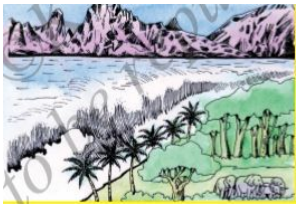
Listen to your teacher's questions and answer them.

Man cannot live without the gifts Nature has given him.

Name three gifts Nature has given us.

Why does water get polluted? Why does air get polluted?

Why is soil losing its fertility? Why does man destroy forests? What happens if man becomes too greedy and selfish?



1. We all know that God has given us the most beautiful gift – the gift of Nature. We have the long range of mountains, the wide oceans, the sparkling streams, the dense forests, the animals, birds and insects. We have colourful flowers, fruits, the earth we live on and even the air we breathe. These gifts of Nature are ours to admire, use and preserve. It is our moral duty to look after the things God has given us. We must learn to take care of the gifts of Nature, so that these are not destroyed or harmed. We must not use the gifts of Nature for our selfish ends, but instead, work to preserve them.

2. A hundred years ago, there were many more animals than there are today. But, over the years, hunters have killed them for sport or food in large numbers. It is feared that some species may soon become

extinct. Today these varieties of animals like tigers, lions and some rare species are on the verge of extinction. If we do not take care of these rare animals, there will soon be none left, except in pictures. We must not kill animals and birds for sport. We should also preserve the forests so that the wild animals can thrive and multiply.

3. To most of us the ocean is an endless expanse of water where there are countless fishes. But today we are making the ocean dirty by throwing tons and tons of refuse into the rivers and oceans. This is known as water pollution. Huge ships sometimes sink in bad weather and oil spreads over the surface of the ocean, thus preventing fishes and water creatures from breathing. We have to be careful if we wish to preserve the waters for the fishes and sea creatures.

4. If you ever go for a picnic on the banks of a river, be careful not to throw your waste paper and tins and bottles into the river. Avoid washing dirty dishes in the river. Help to keep the river water clean and usable.

5. Trees are said to be "Green Gold". They are so valuable to us that we cannot live without them. It is necessary to cut down trees in order to build our houses and for furniture. But we should also plant more and more trees to maintain ecological balance. This is seldom done. We should help by planting saplings in the parks and along road sides. We should see to it that cattle do not destroy the young plants.

6. If you go out on a trek remember to be very careful when you light the camp-fire. The fire must be put out before you leave the camp to avoid accidental forest fires.

7. We all admire flowers in a garden. A well-kept lawn is a joy to behold. In a city a nursery of flowers is such a lovely sight that it makes us feel we should plant one in our home.

8. When you go to the park for a picnic or a walk, you must not pick flowers from the plants. If you want some flowers, ask the gardener. He will tell you which flowers are ready for picking. Be careful not to

step on the flowerbeds and remember not to take your pet animals to the park.

9. You know that bees and butterflies help to carry the pollen of flowers from one place to another. Like most insects, they have an important function in nature. Therefore, do not catch butterflies or destroy the hives of bees.

10. Nature's beauty is for all of us to admire and enjoy. The moon, the stars, mountains and seas are a great source of beauty and inspiration to us. We must learn to appreciate this beauty and marvel at the wonderful handiwork of God.

Glossary

Dense– closely-packed or crowded together, closely grown

Preserve– to keep something as it is, in order to prevent it from being destroyed

Extinct– not existing

Prevent– to stop something from happening

Saplings– young plants

Camp-fire– it is a fire that you light out of doors when you are camping

Inspiration– is a feeling of enthusiasm you get from someone or something, which gives you knew and creative ideas.

Handiwork– work done skillfully

Expanse– a large open area of land, sea or sky

Ecology– a branch of biology. It deals with the relation of plants and living creatures to each other and to their environment.

Talking about the text:

1. **Answer the following questions in a word, a phrase or a sentence. Discuss with your partner and write down what you say.**

a. What is our moral duty?
b. Which animals are on the verge of extinction?

c. Where should we throw waste paper, tins and bottles?
d. What are trees said to be?

e. How can we maintain ecological balance?
f. Who are the carriers of pollen?

g. What is the wonderful handiwork of God?

2. **Discuss with your partner and write down the answers to the following questions in two or three sentences each.**

a. What are the gifts of Nature?
b. Why should we not destroy the gifts of Nature?

c. There were many more animals than there are today. Why? Discuss.
d. What is water pollution?

e. Give three examples where trees are used in our daily life.
f. Why should we put out the camp-fire before we leave the camp?

g. What will happen if you take your pet animals to the park?
h. Name a few things of Nature which give you inspiration.

3. **Answer the following questions, discuss it with your partner and write down what you say in the form of a paragraph.**

a. How can we take care of rare animals?
b. What steps can be taken to prevent water pollution?

Grammar: Relative Clauses

4. **Look at these sentences.**

a. This giraffe is refusing to eat.
b. This giraffe, which has come from Africa, is refusing to eat.

c. This traffic policewoman seems to be efficient.
d. This traffic policewoman, who works here, seems to be efficient.

The meaning is clear in sentence "a" in both the examples. In sentence "b" the italicised words add extra information. These words form a clause called Relative clause. They begin with relative pronouns ‘which’ and 'who'.

Punctuation: Comma or commas separate the relative clause from the rest of the sentence.

5. **Join the sentences given below using the relative pronoun given in brackets.**

a. I often go to Mumbai. Mumbai is the commercial capital of India. (which)
b. My mother is going to host a T.V. show on cooking. She cooks very well. (who)

c. These sports persons are going to meet the President. Their performance has been excellent. (whose)

Pronunciation

6. **Read this sentence aloud to your partner.**

It is our responsibility to preserve the gifts of nature.

Note that the word "responsibility" has two stresses–re.' spon. si. ‘bil. i. ty.

The secondary stress is weak and the primary stress is strong.

Note that in words ending with the spelling “__ ity” the primary stress falls on the third syllable from the end.

Practice saying these words.

cu.ri. 'os.i.ty

spe.ci.'a.li.ty

ti.'mid.i.ty

gen.e.'ros.i.ty

sin.'cer.i.ty

7. **Writing.**

Topic – Planting saplings

Your teacher will elicit ideas from you. Note down the points and ideas. Use these to write a paragraph on the topic given.

Read the following passage to your partner and write down suitable words in the blanks with his / her help.

Today the world is facing the p _____ of pollution. We are p_____. Nature by our foolish acts. It is our_____ to preserve the wonderful _____ of nature. We must learn to discipline o_____ in p_____ the gifts of Nature.

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POEM - THE ANT AND THE CRICKET

Pre-reading task

Sit with your partners and discuss the following.

Doing our work at the right time.

Not being lazy.



A silly young cricket, accustomed to sing
Through the warm, sunny months of gay summer and spring,
Began to complain when he found that, at home,
His cupboard was empty, and winter was come.

Not a crumb to be found
On the snow-covered ground;
Not a flower could he see,
Not a leaf on a tree.

“Oh! What will become,” says the cricket, “of me?"
At last by starvation and famine made bold,
All dripping with wet, and all trembling with cold,
Away he set off to a miserly ant,
To see if, to keep him alive, he would grant

Him shelter from rain,

And a mouthful of grain.
He wished only to borrow;
He’d repay it tomorrow;

If not, he must die of starvation and sorrow.
Says the ant to the cricket, “I’m your servant and friend,
But we ants never borrow; we ants never lend.
But tell me, dear cricket, did you lay nothing by
When the weather was
warm?" Quoth the cricket,
“Not I!

My heart was so light
That I sang day and night,
For all nature looked gay.”
“You sang, Sir, you say?
“Go then,” says the ant, “and dance the winter away.”

Thus ending, he hastily lifted the wicket,
And out of the door turned the poor little cricket.
Folks call this a fable. I'll warrant it true:
Some crickets have four legs, and some have two.

-Adapted from Aesop’s Fables

Glossary

Accustomed to sing- in the habit of singing

Complain- speak in an unhappy, annoyed, dissatisfied way

Famine- having nothing to eat

To see- to find out

Lay nothing by- save nothing

Quoth- (old English) said

Wicket- the wicket door, a small gate or door, which is part of a larger one

Warrant it true- declare that it is certain

Come, let us talk about this poem now.

1. **Discuss with your partner the points raised in the questions below and write down what you say.**

a. What did the cricket do when the weather was good? What should it have done instead?
b. What was it unhappy about?

c. Is that the reason why the poet calls it _____ _____ _____?
d. The cricket did not know how to keep himself alive. How did he express this feeling?

e. Read out aloud the words that say, “There was no food anywhere.”
f. The cricket did not have the courage to go to the ant at first. When did he make bold to do this?

g. Rewrite the long sentence in the second stanza as four simple sentences. Use the active voice in your first sentence.
h. The cricket did not want to beg for food. [True/not true]

i. The ant was surprised at the cricket’s request. [True/not true]
j. The cricket lied to the ant. [True/not true]

k. What advice was given by the ant? Could the cricket dance in the cold winter?
l. What do you think the cricket did in the winter?

2. **Writing.**

Who do the words “--- and some have two” refer to? Write in 6 to 8 sentences the moral the poem teaches us.

Read the following passage aloud to your partner. Tell him/her what words go in the blanks.

What do animals do when they are _____? The carnivorous animal's _____ for food. The herbivorous animals move from place to _____ in search of grass and plants. Ants store food for winter.

In stories _____ do many things to get their food. They grab, steal, beg, cheat, tell lies. In this poem a _____ did not do any of these things. It did something unusual.

3. **Let us see what we like in this poem.**

a. The rhyme-scheme is regular in the first two stanzas-aa,-bb,-cc,-ddd
b. The cricket is personified. It has a home. It has a cupboard.

 The ant is also personified. It has a house that has a wicket door.
c. Was the ant cricket's servant or friend?

d. Word play - The ant makes a joke on the cricket's word 'sang.'

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UNIT – 9 A ROSE FOR THE PRINCESS

Pre-reading task

1. Where did the king and the minister go one night?
2. How were they dressed?
3. What did they want to find out?

Listening and Speaking

Listen to what your teacher says and answer his/her questions.

Once, a king and his minister went out one night into the streets of the capital city, in disguise.

Now, you imagine and tell me why they did this, how they were dressed, and what they wanted to find out. In this play the princess comes out of the palace, in disguise.

(Maqbool is a gardener in the gardens of the Mughal emperor, Shah Jahan. One day, the maid Panna accompanies him to the Hanuman Mandir in the bazaar. Find out what happened after that.)



Scene – 1

(Emperor Shah Jahan's garden. Maqbool is tending the roses)

MAQBOOL: (touches each rose lovingly, calling each by name) Gulbadan, Badal, Dilruba, Ghata, (stops as he comes to a pink one) and what shall I

call you? (Pause) Ah! You remind me of the pink of the dawn sky. Subah is what I'll call you. It's perfect for you. Subah ...Subah...

(He lines the basket near him with green leaves, cuts the pink rose and lays it gently in the basket. He picks it up and turns to go when the maid Dilruba walks in with tinkling anklets.)

DILRUBA: Maqbool mia! What have you got there? A rose for Princess Jahanara? (Maqbool nods) And what have you named it? The princess would want to know.

MAQBOOL: Subah. The pink of the dawn sky.

DILRUBA: That's a lovely name! (She takes the basket from Maqbool and leaves)

MAQBOOL: Oh! One moment please! (The maid stops and turns) May I ask you something?

DILRUBA: Yes, what is it, Maqbool mia? (Silence) Come on, you can ask me anything. (Whispers) I won't tell a soul. (Mischievously) Except the princess, of course.

MAQBOOL: What!

DILRUBA: No, no! I was just pulling your leg! Would I do anything as stupid?

MAQBOOL: That seems more likely.

DILRUBA: All right. You've had your revenge. Now ask away.

MAQBOOL: (pause) what does the princess look like? (Pause) I mean, if I could see her just once, I would name a rose for her.

DILRUBA: You just named it!

MAQBOOL: What?

DILRUBA: Subah! (Laughs) You want to know what the princess looks like, don't you? Well, she is as beautiful, as delicate, as... Fresh as this rose.

MAQBOOL: (Serious) May be I should name this one after her.

DILRUBA: No! Subah is fine. (With a glint in her eyes) May be I'll tell the princess to change her name to Subah.

(Maqbool turns away not pleased with her brand of humour)

DILRUBA: I'm sorry, Maqbool mia. I'm not poking fun at you. It's just that I'm in a very ...happy mood today. (Silence as Maqbool returns to his work) Tell me about your family. I haven't ever seen your wife or family around.

MAQBOOL: My wife died long ago. My sons are in the Emperor's army and are away with their families in the Deccan. And now, (pointing to the roses) these are my only family.

DILRUBA: You must love them so.

MAQBOOL: More than my own life.

DILRUBA: You know, I am one of your family too. Wait here. I will be back in a minute.

Exits and re-enters with a silk cloth on her arm.

DILRUBA: The princess was very pleased, Maqbool mia, and she has sent some silk for a jacket for you.

MAQBOOL: Her highness is too kind. (Takes the cloth from her and as she turns to leave) One moment. You said you were one of my family too. What did you mean?

DILRUBA: I am a rose too.

MAQBOOL: Huh?

DILRUBA: My name is Dilruba.

Exits with the tinkling of her anklets mingling with her laughter.

The Emperor’s garden. Maqbool is digging up a flower bed. (Sound of anklets) Maqbool looks up to find another maid standing in front of him. She tells him that she is a maid of Princess Jahanara.

PANNA: The princess says that when you name them you show a poet’s touch.

MAQBOOL: You work for her?

PANNA: Yes, Maqbool Bhai (silently watches him work, hums a snatch of a song)

Maqbool finishes his digging, sits down with a basket of golden marigolds and begins stringing a garland.

PANNA: You’re going to send a garland to the princess?

MAQBOOL: Every first Tuesday of the month I take a garland to the Hanumanji mandir and sometimes to Sheikh Chishti's dargah.

PANNA: Where are you taking this one?

MAQBOOL: Today is the first Tuesday of the month.

PANNA: (Pause) Can I come with you? (Maqbool looks up at her) Please, I haven't been out of the Qila for a long time.

MAQBOOL: All right, but don't expect me to buy you anything in the bazaar. Women see bangles or attar and they must have them. I have no money to waste.

PANNA: No, no, I promise.

MAQBOOL: Let’s go then. But first cover your face properly with your chunari, child. (Pause)

What’s your name? (Puts the garland in the basket)

PANNA: (Pause) Panna.

Scene - 2

The bustling streets of Agra. There is a Hanuman mandir on the left, a masjid on the right and a number of shops. Panna, accompanied by Maqbool, is looking around in wonder and delight. There are people walking about everywhere.

PANNA: Isn't this all so wonderfully colourful, crowded and noisy?

MAQBOOL: Haven't you come here before?

PANNA: I have, but then the roads were emptied for us.

MAQBOOL: Emptied?

PANNA: I mean I've been here with Princess Jahanara.

They go towards the idol of Hanuman in the mandir. The priest comes to them.

MAQBOOL: Sorry, we're late! This girl walks slowly and stops everywhere. Just now I had to pull her away from a dancing bear.

Panna takes the garland from Maqbool and places it at the feet of the idol. She reaches up and rings all the bells and then bends down low to do pranam. The priest gives them prasad and she immediately pops some into her mouth.

PANNA: These sweets are delicious! Are you in a hurry, Maqbool bhai? Or can we walk around a bit? I promise not to tire you.

MAQBOOL: (resigned) Let us go.

The two stroll through the bazaar. Panna isn't interested in all the glittering jewellery and silk. Instead she sits and listens to a man singing on the masjid steps and then stands giggling at a funny magician. She buys

roasted chana and sweet potatoes from a street vendor, sharing everything with Maqbool. She stands wide-eyed looking up at the sky.

PANNA: Oh look! A kite! Isn't it lovely? And camels over there! It's such fun! And so beautiful.

MAQBOOL: Naturally, Agra is a great city. Do you know that our Emperor is planning many new buildings inside the fort, all marble and inlay work?

PANNA: I've heard.

MAQBOOL: You won't understand, you're just a stupid girl after all.

(Panna laughs, delighted at the insult. Suddenly soldiers enter with their swords. The army commander is there too, yelling at everyone.)

MAQBOOL: (whispers to someone) what's the matter?

Soldier: (whispers back) Princess Jahanara is missing! They think she's been kidnapped!

PANNA: Allah! I'm in trouble! (She walks up to the Commader and lifts her veil) Stop! I'm back!

(The commander and the soldiers bow deeply to Panna.)

Commander: Your Highness, where have you been?

MAQBOOL: Your Highness? (He puts a hand to his head as if to stop it from reeling.) Are you.... Are you..... Are you Princess Jahanara..... Your Highness?

JAHANARA: I went to see the city. I was quite safe with Maqbool bhai.

Commander: Arrest him! He abducted the princess!

(Two hefty soldiers grip Maqbool's arms.)

JAHANARA: Stop! Let him go immediately!

Commander: But.... your Highness?

JAHANARA: No buts! Do as I say! You will not trouble him. He did not know I'm Jahanara and it was I who requested him to take me to the city. (to Maqbool softly) Go back to your gardens, Maqbool bhai, and thank you. Because of you I have had one of the most enjoyable days of my life.

(Maqbool exits, dazed, as the others look on.)

Scene - 3

The Emperor's garden. Maqbool is sitting in one corner despondently. He does not even care to look at his favourite rose plants. Suddenly there is a tinkling of anklets. Maqbool looks up and scrambles to his feet. It is the Princess and the maid Dilruba.

JAHANARA: What's the matter, Maqbool bhai? You're crying. You're not happy to see me?

MAQBOOL: Huzoor Sahiba! How can I not be happy? I'm just bemoaning my fate.

DILRUBA: Why, Maqbool bhai, what has fate done to upset you so much?

MAQBOOL: I have to leave this place soon.

JAHANARA: What! But why? You love this place! And what will these roses do without you? (Maqbool breaks down).

DILRUBA: Maqbool bhai, please! Tell us what happened.

MAQBOOL: (amid sobs) the commander wants me to leave for Sikandra immediately. I've been punished because of yesterday's incident and sent off to work at Akbar Badshah's tomb at Sikandra. Who will look after my roses now?

Silence

JAHANARA: Don’t worry. I’ll arrange something. (Pause) Aren’t you going to give me a parting gift?

MAQBOOL: (looks at her, devastated) Certainly, Huzoor Sahiba (He goes to the plants, searches for a rose and picks it. He offers it to her.) This is my last gift to you, Huzoor Sahiba.

JAHANARA: (accepting it) it’s beautiful!

DILRUBA: Yes. Even more beautiful than Subah. (Maqbool smiles for the first time.)

JAHANARA: As a reward, I'm giving you.

DILRUBA: Shall I go fetch one of those gold chains you had set aside for gifts?

JAHANARA: No! Maqbool bhai doesn’t need gold. (Maqbool’s face falls)

He deserves something far better..... the rose gardens of the Qila to tend for the rest of his life.

MAQBOOL: Huzoor!

JAHANARA: And if that commander troubles you again, tell him to come to me first.

MAQBOOL: A thousand thanks, Huzoor Sahiba! I’ll create the best roses in the kingdom for you.

JAHANARA: Yes, but before that, Maqbool bhai, I have a request for you.

MAQBOOL: Anything.

JAHANARA: Next time you go to the mandir, send me the prasad. It was delicious! (Maqbool and Dilruba laugh) By the way, what is the name of this rose?

MAQBOOL: Shehzaadi Jahanara.

Glossary:

Gulbadan- beautiful and delicate like a flower

Basal- cloud

Disrobe- one whom the heart likes

Subah- dawn

Won't tell a soul- won't tell anyone

Brand of humor- sense of fun

Attar- perfume

Prasad- sweets and fruits offered in worship to God and later given to or distributed to devotees

Inlay work- carved designs of stone set into the surface of another Stone. The Taj Mahal has Beautiful inlay work.

Reeling- spinning

Abducted- kidnapped

Despondently- sadly

Scrambles to his feet- stands up hurriedly

Bemoaning- feeling very sorry because of...

Devastated- shattered

Huzoor Sahiba- Respected Madam

Comprehension:

1. **Answer the following in a word or a sentence each.**

a. Whom was the rose a gift for?

b. Why does the princess gift silk to Maqbool?

c. What is the reward Maqbool receives from the princess for taking her out?

d. What is the request that the princess makes to Maqbool?

2. Answer the following in 2-3 sentences each:

a. Dilruba tells Maqbool that she belongs to his family. Why does she say this?

b. What is the condition Maqbool lays down before he agrees to take Panna out with him?

c. What explanation does Panna give to explain her statement, “But then the roads were emptied for us.” What is the actual reason?

d. What punishment does the Commander give Maqbool? Why?

e. “Because of you I have had one of the most enjoyable days of my life.” Write in your own words why the princess tells Maqbool so.

f. Describe Maqbool’s devotion to tending the garden.

3. Use the following phrases in sentences of your own:

a. Won’t tell a soul, with a glint in her eyes, scrambles to his feet, brand of humor.

4. Match these words with their meaning.

A	**B**
a) Tended	1. moved quickly
b) Dazed	2. took away forcibly
c) Scrambled	3. took care of
d) devastated	4. lost in thoughts

e) abducted	5. extremely shocked or sad

5. **Yesterday you met Radha, a friend of yours. Here are some things Radha said to you. Tell your mother all that Radha said to you.**

Stay with me when you come to Bengaluru.

(Radha asked me to stay with her when I go to Bengaluru)

I'm living in Bengaluru now.

My father isn't very well.

My brother and Sita are getting married.

I saw Latha in a party.

I haven't seen Mahesh recently.

I am enjoying my job.

I bought a new car last month.

I'll tell Sita I met you.

Writing:

6. **Write a message to be left for your sister, about a telephone call for her, when she was away. Your message should not exceed 50 words. Put the message in a box.**

Abhinav: Hello, is it 23455051? Could I speak to Deepthi, please?

Pranav: I'm afraid she is not at home.

Abhinav: Could you convey to her that Mrs. Srinivasan will be taking maths class tomorrow at

9.00a.m.? She has to bring her complete project along for submission. The class may go on up to 12 noon.

Pranav: I surely will convey the message. By the way, may I know who is calling?

Abhinav: I am Abhinav, Deepthi’s classmate.

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POEM - AN AUGUST MIDNIGHT

Pre-reading task:

Sit with your partner and discuss.

It is night. You are studying. A number of insects come flying in. They disturb you in a number of ways.

A shaded lamp and a waving blind,
And the beat of a clock from a distant floor:
On this scene enter--winged, horned, and spined –
A longlegs, a moth, and a dumbledore;
While 'mid my page there idly stands
A sleepy fly that rubs its hands . . .

Thus meet we five, in this still place,
At this point of time, at this point in space.
- My guests parade my new-penned ink,
Or bang at the lamp-glass, whirl, and sink.
“God's humblest, they!” I muse. Yet why?
They know Earth-secrets that know not I.

-By Thomas Hardy

Glossary:

Blind- window curtain

Distant floor- indoors of a distant house

Spined- with backbone

Parade- gather together for drilling

Whirl and sink- fall down moving round and round

Did you enjoy the poem? Now discuss the points raised in the two questions given below, with your partner.

1. **Say whether the following statements are true, or not true. Justify your answer.**

a. The poet was sitting alone in his room.

b. The only place that was lit was his writing table.
c. Everything was still, nothing was moving.

d. There was a light gentle wind.
e. The silence in the room was total.

f. Four guests entered the poet's room.

2. **Discuss these points with your partner.**

a. What funny movements did the insects make?
b. The poet says the meeting was willed by god read the two lines in which he says this.

c. Two thoughts cross the poet's mind. What are they?
d. Give two examples to prove that an animal, or a bird, or an insect knows something that we, human beings, do not know.

3. **Give one word for the meanings given below :**

a. fill with light

b. quietness or calm
c. light gentle wind

d. without beginning or end
e. that which surrounds our earth in all directions

Writing:

Read this passage to your partner supplying the missing words.

It is the end of s _____. The time is m _____. The _____ is sitting alone.

He is in a serious _____. Then, suddenly, four g _____ arrive. The poet feels it is a very special m _____. He builds this f _____ in us too. How does he _____ that?

Read the _____ and find out.

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UNIT – 10 THE TOUCH

Pre-reading task:

Listen to what your teacher says and answer the questions.

Pavithra and Mamtha, who are neighbours, observed the Ganesha festival yesterday. Pavithra said to her six-year-old daughter, Kusuma, “Don't come near me, and stay away from those Kadubus. You can't eat them till they are offered to god.”

Mamtha said to her six-year-old daughter, Suma, “Don't touch those Kadubus, dear, but you can eat that banana that is over there.”

a. What did the girls say to each other that evening?
b. A kind old woman, also a neighbour, heard them. She said a few words to each woman. What do you think she said to each woman?



1. When I arrived, I found father lying on the string cot, facing the wall. I had left my slippers outside the threshold. So my footsteps did not give away my presence. I went right up to the cot and asked, “Are you asleep?” “Who is it?” he asked as he turned on his side.

“It's I,” I replied.
“Come, sit here,” he said, continuing to lie stretched out. When he heard me pulling the steel chair and preparing to sit down, he asked, “Why do you want to sit so far away?” “Come and sit close to me.” He sat up to make space for me, showing the place on the cot next to him.

2. I sat on the edge of the cot. Groping, father patted me on my back, and then he felt the place next to him on the cot and said, “Sit comfortably, amma.” I shifted a little, making myself comfortable. He groped in the air in front of him, gripped my hand, held it in both of his hands and said, “I have been looking forward to your visit. Is everyone all right?”

“Yes,” I said softly.
He didn’t say anything else and silently stroked my hand.

3. Once, as a teenager, we had to go somewhere in a rickshaw. Though the rickshaw was spacious, I sat huddled at the far end. “Sit properly amma, you’ll fall off,” father had said. I had hesitated and moved just an inch closer to him. From the time I learnt my first letters of the alphabet, father had kept me at a distance..... In the name of discipline, and because of madi, his orthodox way of life. I never had the courage to touch him. I had always felt that he was in a state of ritual purity. I was used to slipping into my cocoon. So how could I ever think of sitting close to him in the rickshaw, our bodies touching?

4. When children return from school, if you embrace them lovingly and speak to them in a friendly way, they open up and chirp like happy birds. Instead, if they are greeted harshly at the threshold with “How much did you score in Maths? Or Have you brought your report card?” they die of fright. I died many such deaths over some twenty years. I still haven’t got over the diffidence they created.

5. Father is over eighty now. Past the age of recovering his sight even if his eyes were to be operated upon. Though he is otherwise healthy,

his poor eyesight has made him weak. He has spent the last two years in bed. My husband and I had come to town on hearing that my mother-in-law was not well, to spend some time with her. I managed to visit my parents once in a while as they live in the same town. On such visits I used to spend about half an hour chatting with father.

6. To sit close to father is to revive a faint memory of childhood. When he took my hand into his hand and stroked it with love, the longing I had felt as a child for such a touch flooded my inner being and tears welled up in my eyes. I choked; I couldn't speak. Would he understand that I had once longed for his loving touch? Perhaps all the love and affection that had flowed between us in letters evaporated at his sharp intense look whenever we came face to face. Even in early childhood I used to avoid him to escape his piercing glances that had hurt like scorching sunrays. Now, though I knew that they had been extinguished, why was I still unable to feel free with him?

Skimming: Skim through the above paragraphs and answer these questions.

a. How does the father address his daughter?
b. Say whether the narrator was a teenager or middle aged.

c. What would be the age of the narrator's father?
d. How many years had the father spent in bed?

e. Which paragraph tells you about two types of parents?

7. The first time I visited him in his illness, I had noticed bugs on the cot. I had picked up a couple of them and silently crushed them under my foot. Later my husband noticed a bug on our bed and had been upset. I told him that it had probably crept into my clothes when I had sat on my father's bed.

8. As I was leaving that day to visit my father, my husband cautioned me not to sit on my father's bed but to pull up a chair and sit a little away. As I pulled my chair away, father asked me to sit closer to him! How could I not? He was not happy until I was almost leaning against him and had his hands in mine.

9. Father had longed for sons all his life but was now left with only his daughters. At the fag end of his life he had lost his grown up son, the perpetuator of his name. Perhaps that is what destiny means! When my brother died, I had hesitated to face my father some unknown feeling of guilt had held me back. I had felt like taking him in my arms and reassuring him, saying, "Don't worry, I am here." But I hesitated even to touch him. That's how I had been raised.

10. After I chatted with him for a while, he asked me to clip his nails. Asking mother to do it would be as useless as the mortar weeping on the shoulder of the drum. My brothers were not alive to do it, nor were his children around. Not that he couldn't ask my sister-in-law, but perhaps he wanted me to do something for him. I was elated and did the job carefully.

11. Perhaps father was feeling depressed. He stroked my hand and said, "It would be so nice if you moved into this town. I could stay with you." I helplessly. A look he couldn't see. I couldn't reassure him with words either. Father didn't speak again, and was silent as he stroked my hand. At that moment my education, my job, and everything else appeared vain and superficial. I sat for a while before leaving.

12. As I returned in the rickshaw, father’s tender touch haunted me. Tears welled in my eyes and blurred my view of the road.

- (Translated by Jayashree Mohanraj)

About the author:

This story is a translation by Jayashree Mohanraj of Abburi Chayadevi's short story 'Sparsha' in Telugu.

Abburi Chayadevi is hailed as one of the earliest feminist writers in Telugu. Her family was extremely orthodox and she took to writing as a means of self-expression. In 2005 she won the Sahitya Akademi award.

Glossary:

Grope– feel or search blindly

Comfortable– at ease

Cocoon– protective covering

Chirp– speak merrily

Threshold– plank of doorway; point of entry

Diffidence– lack of self confidence

Revive– come or bring back to consciousness

Longing– have strong wish or desire for

Choked– become speechless because of strong emotion

Scorching– very hot

Extinguish– put out, wipe out

Mortar– pounding vessel

Destiny– fate

Pierce– go through, or into, like a spear.

Note: "The mortar weeping on the shoulder of the drum."

This is an evocative expression. The mortar and the drum are both pounded; therefore neither can seek sympathy from the other; both are victims.

Come, let us talk about this story:

1. **Each of the following statements has four alternatives. Choose the right answer and write it. Work with your partner to do this.**

a. **A good way for parents to receive their children returning from school is**

 a. To ask about their score in Maths.
 b. . To ignore them simply.
 c. . To embrace them lovingly and speak to them lovingly.
 d. To ask about their report card.

b. **What had happened when the narrator visited her father on an earlier occasion?**

 a. She had seen him quarrelling with people.
 b. He had been sleeping.
 c. He had been too weak to talk.
 d. She had noticed bugs on his cot.

c. **The narrator hesitated even to touch her father because**

 a. That's how she had been raised.
 b. He was suffering from illness.
 c. She hated her father.

d. Her husband had told her to keep distance.

2. Read the extract and answer the questions that follow.

a. **“Who is it?” he asked as he turned on his side.**

a. Who asked this question?
b. When did this person ask this?

c. What was the reply?

b. **“Sit properly amma, you’ll fall off'”**

a. Who is 'amma' here?
b. Who said this?

c. Where were they at that time?

c. **“It would be so nice if you moved into this town.”**

a. Why did father say this?
b. How did the narrator react to this?

c. What did father do then?

3. Say whether the following statements are true or false. Rewrite the false statements correctly.

a. The young woman in this story is the main character.

b. This time the father shows his affection for his daughter.
c. The daughter thinks it would be a good idea to ask hermother to clip father’s nails.

d. The young woman becomes emotional thinking of her widowed sister-in-law.
e. The author decides to take her father to her house.

4. **Answer in one word or a sentence each.**

a. Why had the narrator come to that town?

b. What was the caution she had received from her husband before going to visit her father?

c. Was the narrator's mother alive?

d. What did father say to her finally?

e. Why had the narrator hesitated to face her father?

5. **Answer the following in two or three sentences each.**

a. What was the narrator's childhood like?

b. Why did the narrator feel, in her growing up age, that her father kept her at a distance?

c. The "mortar" and the "drum" in the proverb refer to two people. Who are they?

d. Why did her father ask her to clip his nails?

e. How did the narrator feel while returning from her father's house?

Words in use:

6. **Fill in the blanks with suitable words given.**

(Noticed; longed; hesitated; groped; moved; enjoyed)

a. The soldier at the border _____ to meet his family.

b. The old woman _____ in the air to find the door.

c. The climax of the play _____ our heart.

d. A watchman _____ the thieves and blew his whistle.

e. Venkatarama _____ to ask my permission to go home.

7. **Make the opposites for the following, by adding suitable prefixes given in brackets.**

(ir, in, un, mis, dis, im)

a. known x _____
b. discipline x _____

c. responsible x _____
d. continue x _____

e. proper x _____
f. understand x _____

8. **Complete the following sentences on your own, using the words given in brackets.**

a. My grandmother _____ (orthodox)
b. The firefighters _____ (extinguished)

c. A bulldozer _____ (crush)
d. The doctor _____ (helpless)

e. Suguna,“ _____ ”(chatting)

Grammar:

Active and passive voice.

While changing active into passive:

1. The object of the verb in active voice becomes the (new) subject in passive.
2. “by” is placed before the (new) object

3. The past participle form of the verb is used.

Examples:

1. A.V. – We are investigating the mystery.
 P.V. – The mystery is being investigated by us.

2. A.V. – I had written that article.

 P.V. – That article had been written by me.

3. A.V. – Asha sang that song, not Latha.
 P.V. – That song was sung by Asha, not Latha.

Change the voice in the following sentences:

1. People don't respect corrupt politicians.
2. The students are planting the trees.
3. They help the orphans.
4. Anitha presented a golden watch to me.
5. He had broken the chair
6. A man called Lippershey had invented the telescope in 1608.
7. A telescope makes distant objects appear to be nearer.

Writing:

Answer the following in 5 - 6 sentences each:

1. a. Do you sympathise with the father in this story?

 b. Do you sympathise with the daughter in this story?
2. Supply the missing words in this story:

Long ago _____ young man called Shravana kumara lived _____ his old parents. One morning his _____ said to him, "Kumara, your mother and _____ have grown old and blind. We are sorry to _____ you _____ we want to w God in places of pilgrimage."

Kumara said, "_____ trouble at all, father."

He set to work immediately. He cut a length of bamboo. Ah! This will s_____ as my shoulder pole," he said. He hung two baskets at either end of the pole. He seated his parents in _____. He carried them on his s_____ to many holy places.

Work with your partner and insert suitable words in the blanks in the passage below.

In this story a _____ woman tells _____ about a visit that she made to her father one day. He receives _____ affectionately. _____ His a _____ only brings back to her _____ unpleasant memories. She remembers the strict upbringing he _____ given her. As a child she had longed for his l _____ words and loving touch. She had _____ received them. Now, grown old and blind, he _____ for her loving _____ and _____ touch. She treats him k _____. She _____ sorry for him.

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POEM - MY HEART LEAPS UP

Pre- reading activity:

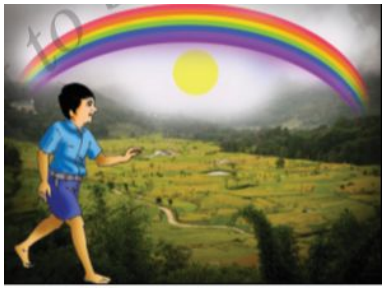
Name the most beautiful thing you have seen.

1. **A rose.**
 a. What makes it beautiful?

 b. Its colour, fragrance, shape, and size
2. **A rainbow.**

 a. What makes it beautiful?
 b. Its many colours, lovely shape, and the sense of wonder it makes you feel. This world is beautiful. We see a lot of beautiful things in Nature.

 c. Beauty is seen in different places in different forms and shapes.



My Heart Leaps Up

My heart leaps up when I behold

A rainbow in the sky:

So was it when my life began;

So is it now I am a man;

So be it when I shall grow old,

Or let me die!

The Child is father of the Man;

And I could wish my days to be

Bound each to each by natural piety.

- By William Wordsworth

Glossary:

Leap– jump or spring up

Behold– see or observe

Bound– a leaping movement towards or over something

Piety– the quality of being religious or reverential.

Exercises

1. **Answer the following questions after sharing your ideas with your partner**

a. The poet says, “My heart leaps up.” Why do you think he feels this way?

b. When did the speaker first have these feelings about the rainbow?

c. Discuss with your partner and write a few sentences on why the poet wants to continue to have these feelings about the rainbow even when he grows old.

d. What does the poet mean by the term, “natural piety”?

e. The poet shows that life without the ability to see beauty in Nature is meaningless. Or, he points to how a rainbow brings out the child in us. Do you agree with these statements? Explain.

2. **Write a short paragraph (about four sentences) on your experience of seeing a rainbow.**
3. **Identify the major figure of speech in this poem. Give some similar examples.**

Project:

You go out on a school trip.

You see a lot of beautiful things around you. Make a list of five such things and write five sentences about each, highlighting the qualities which make them beautiful.

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SUPPLEMENTARY READING **THE NEW FLOWER** - Ruskin Bond

1. One of the most delightful experiences of walking in the hills is coming across unusual, little-known flowers.

It was the first day of spring (according to the Hindu calendar), but here in the Himalayas it still seemed mid-winter. A cold wind hummed and whistled through the pines, while dark rain clouds were swept along by the west wind only to be thrust back by the east wind.

2. I was climbing the steep road to my cottage at the top of the hill when I was overtaken by nine-year-old Usha hurrying back from school. She had tied a scarf round her head to keep her hair from blowing. Dark hair and eyes, and pink cheeks, were all brought out by the patches of snow still lying on the hillside.

3. “Look,” she said, pointing. “A new flower!”

It was a single, butter-yellow blossom, and it stood out like a bright star against the drab winter grass. I hadn't seen anything like it before, and had no idea what its name might be. No doubt its existence was recorded in some botanical tome. However, for me it was a new discovery.
“Shall I pick it for you?” asked Usha.

“No, don't,” I said. “It may be the only one. If we break it, there may not be any more. Let's leave it there and see if it seeds.”

4. We scrambled up the slope and examined the flower more closely. It was very delicate and soft-petalled, looking as if it might fall at any moment.

“It will be finished if it rains,” said Usha.

5. And it did rain that night – rain mingled with sleet and hail. It rattled and swished on the tin roof; but in the morning the sun came out.

6. I walked up the road without really expecting to see the flower again. And Usha had been right. The flower had disappeared in the storm. Two other buds, unnoticed by us the day before, had opened. It was as though two tiny stars had fallen to earth in the night.

7. I did not see Usha that day; but the following day, when we met on the road, I showed her the fresh blossoms. They were still there, two days later, when I passed by, but so were two goats, grazing on the short grass and thorny thickets of the slope. I had no idea if they were partial to these particular flowers, but I did know that goats would eat almost anything and I was taking no chances.

Scrambling up the steep slope, I began to shoo them away. One goat retreated; but the other lowered its horns, gave me a baleful look, and refused to move. It reminded me a little of my grandfather's pet goat who had once pushed a visiting official into a bed of Nasturtiums; so I backed away.

Just then Usha came along and sizing up the situation, came to the rescue. She unfurled her pretty blue umbrella and advanced on the goat shouting at it in goat language. (She had her own goats at home.) The beast retreated, and the flowers were saved.

8. As the days grew warmer, the flowers faded and finally disappeared. I forgot all about them, and so did Usha. There were lessons and exams for her to worry about, and rent and electricity bills to occupy a writer's thoughts.

9. The months passed; summer and autumn came and went, with their own more showy blooms; and in no time at all winter returned with cold winds blowing from all directions.

10. One day, I heard Usha calling to me from the hillside. I looked up and saw her standing behind a little cluster of golden star-shaped flowers – an enchanting sight for one who had played a small part in keeping them alive.

Where there had been one flowering plant, there were now several. Usha and I wondered if the entire hillside would be covered with the flowers in a few years' time.

11. I still do not know the botanical name for the little flower. I cannot remember long Latin names, anyway, but Usha tells me that she has seen it growing near her father's village on the next mountain, and that the hill people call it Basant, which means spring.

12. Although I am just a little disappointed that we are not, after all, the discoverers of a new species, this is outweighed by our pleasure in knowing that the flower flourished in adversity. May it multiply!

1. **This is an interesting story. Did you enjoy reading it? Now you have to tell your partner about some interesting points you must have noted.**

a. At the beginning, the story tells us that two people – a man and a girl – have become friends. (True / not true)

b. The man's name is _____. The girl's name is _____.

c. The man is a wr _____. The girl is a sc _____ girl.

d. The girl is a _____ student.
e. The man and the girl share a common interest. They both keep looking for new _____.

f. They are both attracted by
 a. A new flower.

 b. The goats that they meet.
 c. The rain clouds in the Himalayas.

 d. The cold winds that hum and whistle through the pines.
g. On Yugadi day the man finds a new flower. (True / not true)

h. We call this day Yugadi. What do people in Himachal Pradesh call it?
i. The girl predicts a heavy rain on that day. (True / Not True)

j. The man teaches the girl how a plant seeds. (True / Not True)
k. Who saved the plant from the goats? How?

l. The girl knows the goat language because _____
m. A year passes. The plant withers. (True / Not True)

n. The two friends could not say that the new flower was their discovery because _____
o. The author had wondered what its name could be. But the villagers had given it the name _____

p. What Latin name is given for another flower in the story? (B _____ gives Latin names for trees, plants, flowers and fruits.)